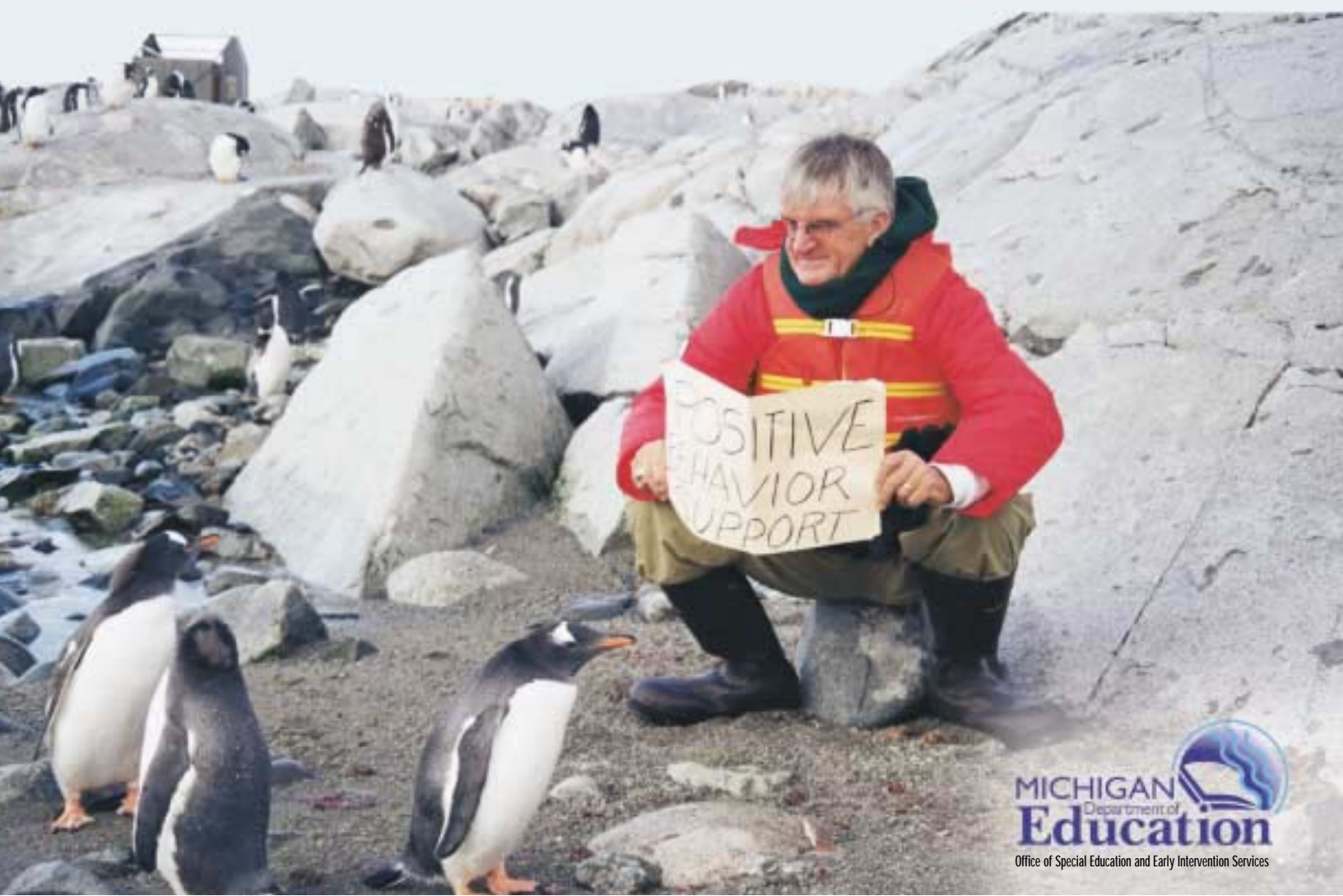


Positive Behavior Support

*Raising Awareness about How Positive Behavior
Support Contributes to Environments That
Assure Learning for All*



Center for Educational Networking

Positive Behavior Support (PBS) is a problem-solving approach to behavior concerns. PBS involves systematically looking at when, where, and why a student behaves the way he or she does. PBS also involves deciding upon the interventions that are most likely to create the kinds of environments in which the student can learn responsible behavior and achieve academic success. Positive Behavior Support is a team approach to problem solving and intervention planning.

Newsline

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Printed at Millbrook Printing Company; Grand Ledge, MI



What's Inside

Focus	3-20
Positive Behavior Support Documents Provide a Framework to Help Guide Schools, Families, and Communities	5
Glossary of PBS Terms and Resources	7
Young Children Present Behavior Concerns that Require New Approaches from Caregivers	8
Administrator Perspective	
Administrators Address The Effectiveness of Positive Behavior Support	9
Training of Awareness Trainers Is Evaluated Favorably	11
Teasing Hurts	12
CH.A.D.D. Director Spreads the News about Positive Behavior Support	13
Schools Address Correlation between Behavior and Reading Difficulties	14
Parent Perspective	
Positive Behavior Support Helps Parents Focus on Learning New Skills	15
Professional Perspective	
Randy's Story—A Social Worker's Perceptions Regarding Positive Behavior Support	16

Organizational Perspective

Child Welfare Organization Helps Schools apply Positive Behavior Support Principles	17
Computer Programs Assist Schoolwide Positive Behavior Support Efforts	17
Positive Behavior Support Pilot Sites Embark on Three-Year Process	18
Southfield Public Schools Offer Diesel-Powered Positive Behavior Support on Wheels	19

People Who Make a Difference

Support Staff Play An Important Role in Positive Behavior Support	20
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Around Michigan 21-23

Michigan Department of Education Extends Period for Public Comment on Proposed Revisions to Administrative Rules	21
Lansing "Ride 'N Rally" Raises Awareness and Money for Autism	22

In Honor of

Teacher of Students with Visual Impairments Is Remembered	23
Ruggero Dozzi Receives the Murray O. Batten Award	23

Someone You Should Know 24

Upcoming Events Center Insert

Editor

Holly Spence Sasso

Positive Behavior Support is a national initiative embraced by Michigan's Office of Special Education and Early Intervention Services (OSE/EIS). The initiative applies a new way of thinking about the behavior concerns of all students. The PBS document, *Positive Behavior Support for ALL Michigan Students: Creating Environments That Assure Learning*, is a collaboration among stakeholders across Michigan that provides an umbrella framework for understanding the concept of PBS and guiding its practical implementation in Michigan Schools. With PBS, the entire educational community can benefit as learning environments become safer and more productive.

This issue of *Newsline* begins a new publishing year—our ninth—with a new format to share information about the PBS initiative and to document other important topics in a more focused approach. I welcome Bernie Travnikar, Consultant, OSE/EIS PBS Initiative as guest editor for this issue (see page 3). In each issue, a new guest editor will assist in planning and developing articles that will offer an informative, well-rounded perspective on each new focus topic.

Newsline continues to feature examples of student achievement in the least restrictive envi-

ronment; school and family partnerships; administrative, student, professional, and other perspectives; and a sampling of Michigan's rich cultural and geographic diversity.

Instead of nine issues, we will now publish five issues to allow for more in-depth focus. Our schedule of topics include:

September/October—Positive Behavior Support
November/December—Assessment
January/February—Literacy
March/April—Transition
May/June—Using School Improvement Tools to Raise Student Achievement

We welcome your suggestions, articles, and responses. *Newsline* is still a free publication. If don't receive the publication by mail, we invite you to complete the subscription form inside. If you are a subscriber, please share *Newsline* with other special education stakeholders.

Wishing you a successful school year!



On our Cover...

Positive Behavior Support is for ALL. Ken Smith took the message with him on a recent trip to Antarctica where a group of penguins offered their attention. Smith is the Director of Children and Adults with Attention Deficit Disorder (CH.A.D.D.). See the article on page 13.

The Center for Educational Networking (CEN) is a project awarded by the Michigan Department of Education to Eaton Intermediate School District (EISD). *NEWSLINE* is produced by CEN for OSE/EIS through a PL 105-17, *Individuals with Disabilities Education Act*, state discretionary project grant. Contents of this document do not necessarily reflect the views or policies of the Michigan Department of Education, or Eaton ISD; nor does mention of trade names, commercial products, or organizations imply endorsement. Some photographs are used solely for graphic presentation and do not necessarily represent individuals with disabilities. This information is in the public domain unless otherwise indicated. Readers are encouraged to copy and share articles, but proper credit must be given.

September/October 2001 • Newsline

Director OSE/EIS

Jacquelyn J. Thompson, Ph.D.

The *Individuals with Disabilities Education Act* (IDEA), as amended in 1997, reflects a revolution in the theory and practice of behavior intervention. Students who experience both disability and behavioral challenges must now receive Positive Behavior Support (PBS) developed upon a foundation of functional assessment.

The professional literature affirms the systematic practice of PBS on a schoolwide basis. In addition to helping learning environments become safer and more productive, this approach offers the potential of improving the quality of life of everyone

engaged in the teaching and learning process. PBS implies belief in, and commitment to, meaningful relationships within caring communities.

While the IDEA serves as the catalyst for this initiative, Positive Behavior Support is appropriate for ALL students who present behavior challenges. The efforts put forth in Michigan's PBS document, *Positive Behavior Support for ALL Michigan Students: Creating Environments that Assure Learning*, exemplify a commitment to this philosophy and promising practices of PBS.

This issue of *Newsline* provides an informative "glimpse" at PBS and the many aspects of

Michigan's statewide PBS initiative—all part of our ongoing improvement strategies for Michigan.



Guest Editor

Bernie Travnikar, Ed.D., Consultant to the Office of Special Education and Early Intervention Services PBS Initiative

For many parents and educators, "Behavior Management" is more familiar terminology than the more recent term, "Positive Behavior Support" (PBS). A fairly stark contrast can be drawn between the goals, values, and practices of these two approaches.

Both approaches are intended to contribute to safe and orderly school environments; both afford genuine opportunities for teaching and learning; both approaches were developed in the belief that any behavior that is dangerous, destructive, or highly disruptive must be targeted for effective intervention. Still, key factors differentiate PBS from traditionally implemented behavior management.

In traditional behavior management, the behavior problem is attributed to the person. PBS, however, looks at the system, setting, or skill deficiency rather than the individual. Behavior management attempts to "fix" the person, while PBS adjusts systems and settings, focusing on improving skills. Emphasis on reducing or eliminating behavior is central to behavior management. PBS identifies and teaches replacement skills for targeted behaviors and builds supportive relationships. Behavior management

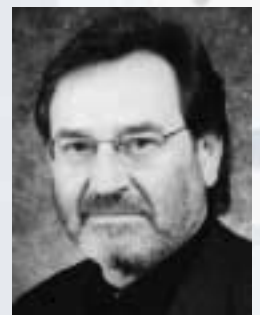
relies on both positive and negative consequences. PBS relies primarily on positive approaches.

Going beyond the Quick Fix for Behavior Management

PBS goes beyond the "quick fix" expectations of traditional behavior management to achieve sustained results over a period of time. PBS goes beyond the "expert" design model by employing a collaborative team as developers. Perhaps most significantly, the objective of traditionally implemented behavior management is just that—"management" of the student by teachers or administrators. In the final analysis, behavior management is a dependency model that relies on an authority figure for behavior control. Conversely, the objective of PBS is empowerment! The idea is to identify and **teach** the skills that will allow students to take charge of their own lives.

The expected result of successfully implemented PBS is that students will be able to pursue their own legitimate needs and interests in a manner that does not compromise the rights and privileges of others. In doing so, these young people will experience im-

provement in the quality of their own lives and become more effective learners and contributors to their communities.



PBS Is New but Not So Different

After reviewing the various ways that PBS represents a distinct departure from typical behavior management, it becomes easy to view the approach as "new" and "different." In one sense, PBS is new; in another sense, it is not. Positive Behavior Support may be provided as a strategy that is integral to other approaches, that are long established and research-validated. Positive Behavior Support can work in conjunction with other approaches. Examples of such "kindred spirit approaches" include the Girls and Boys Town educational model, the Glasser approach, and the Love and Logic approach.

Girls and Boys Town Educational Model

In Michigan's Upper Peninsula, an organization known as Teaching Family Homes

Positive Behavior Support: A New Approach Built Upon a Long- Standing Foundation

Guest Editor continued from page 3...

relies extensively on the Girls and Boys Town educational model. "Teaching Family Homes has been working with local school districts across the upper peninsula for over 10 years applying the Girls and Boys Town educational model," explained Chris Myers-Staffeld. "After reviewing the PBS approach, it became evident that similarities between the two approaches are striking. The principles offered in PBS are the same as Girls and Boys Town principles." (See "Child Welfare Organization Helps Schools Apply Positive Behavior Support Principles" page 17).

Glasser Approach

In Michigan, there are a number of "Glasser Schools," which derive much of their routine and practice from the work of William Glasser. Over the years, Glasser has written and spoken about the benefit of teaching disruptive youth to engage in "problem solving" to help students learn how to deal with adversity in ways that work for everyone involved. Dr. Glasser articulates the view that all of us must become internally motivated, not simply controlled by contingencies imposed by others. Both of these ideas are bedrock principles of positive behavior support.

Love and Logic Approach

For more than 20 years, Love and Logic has offered a few simple ideas that are consistent with PBS, according to Bob Sornson, Executive Director of Special Education, Northville Public Schools, "The Love and Logic model

teaches that parents and teachers can most effectively set firm limits for children, not with anger and yelling, but with empathy," Sornson says. "Using techniques such as making enforceable statements and neutralizing arguing and choices, adults can set limits while building positive relationships."

Love and Logic also emphasizes the idea that childhood mistakes provide opportunities to learn and gain wisdom, according to Sornson. "Our response to childhood mistakes often determines whether a child will spend time thinking about his/her own choices or about models of adult anger. In the Love and Logic model, building relationships is at the heart of creating happy homes and classrooms," says Sornson. (See "Administrators Address the Effectiveness of Positive Behavior Support" page 9.)

Achieving PBS Goals Requires Setting Schoolwide Values, Practices, and Priorities

The challenge of developing the dynamic reality of PBS across our state is fraught with conceptual, bureaucratic, and programmatic difficulties. However, the scale of potential benefits is greater. No matter what we call it, the challenge remains the same. First, youth need to become less dependent on caregivers over time while experiencing greater independence at home, at school, and in the broad community. Second, society needs to establish safe and orderly schools that assure engagement in learning and participation in democratic interaction. This can be accomplished only through de-

velopment of and commitment to schoolwide values, practices, and priorities. Participatory democracy can not be effectively taught or fostered in autocratic schools.

Last is the need for all stakeholders to embrace the idea and articulate the view that what we are really about is the business of helping kids take charge of their own lives. It is not enough to teach more "compliance." Compliance taught to the exclusion of instruction in social skills and problem solving results in less-able students and less-safe schools.

We all need to learn how to recognize and pursue our own legitimate needs and interests without compromising the rights and privileges of others. Those who offer their insights and suggestions in this issue of *Newsline* know PBS to be a relatively new and yet proven means of helping ALL students to learn, resulting in improved quality of life for everyone.

For more information, contact:
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***Editor's Note:** Bernie Travnika currently serves as the Positive Behavior Support Consultant to the Michigan Department of Education's Office of Special Education and Early Intervention Services PBS Initiative. Travnika has extensive experience developing and administering programs for students who posed and experienced challenging behavior.*

At-a-Glance Comparison of Traditional Behavior Management and PBS

Traditional Behavior Management

1. Views the person as the problem
2. Attempts to "fix" the person
3. Emphasizes reducing or eliminating behavior
4. Relies frequently on negative consequences
5. Has "quick fix" expectations
6. Is designed by "expert"

Objective:
"Management" of students by teachers/administrators

Positive Behavior Support

1. Views the system, setting, or skill deficiency as the problem
2. Adjusts systems and settings and improves skills
3. Identifies and teaches replacement skills and builds relationships
4. Relies primarily on positive approaches
5. Has a goal of sustained results achieved over time
6. Is developed by a collaborative team

Objective:
Student self-regulation of behavior and greater functional control of own life. Improved student skills lead to improved quality of life.

Positive Behavior Support Documents Provide a Framework to Help Guide Schools, Families, and Communities

Reprinted from *Positive Behavior Support for ALL Michigan Students: Creating Environments That Assure Learning* Summary June 2001

In 1997, Congress amended the *Individuals with Disabilities Education Act* (IDEA) to require that students with disabilities who have behavioral challenges receive Positive Behavior Support (PBS) that is based on the results of functional assessments of their behavior. However, IDEA did not include any guidelines or procedures that schools could follow to implement Positive Behavior Support.

In February 2000, the Michigan Department of Education published the PBS document, *Positive Behavior Support for ALL Michigan Students: Creating Environments That Assure Learning*. The PBS document provides a framework to help schools, families, and communities understand the concept of Positive Behavior Support and guide the use of PBS in Michigan schools.

Background

In Michigan schools, discipline has traditionally been school-based, reactive, and targeted toward specific children with serious behavior problems. Positive Behavior Support, or PBS, as it is commonly known, is a proactive and positive approach to student behavior. PBS brings schools, parents, and the community together to support the teaching and learning of successful student behavior for ALL students. When schools become learning communities and implement PBS on a schoolwide basis, schools become safer and more productive. Quality of life improves for everyone engaged in the teaching and learning process.

There are many signs of success in schools that are using Positive Behavior Support to respond to the needs of students who use inappropriate behaviors. Some of the successes include:

- students who improved their academic performance;
- an improved school climate;
- higher graduation rates; and
- a process in place to allow ongoing evaluation and refinement of the educational system.

What Is Positive Behavior Support?

Positive Behavior Support is a problem-solving approach to behavior concerns. PBS involves systematically looking at when, where, and why a student behaves the way he or she does. PBS also involves deciding upon interventions that are most likely to create the kinds of environments in which the student can learn responsible behavior and achieve academic success. The two main components of Positive Behavior Support are the Functional Assessment of Behavior and the Behavior Intervention Plan. In addition, Positive Behavior Support is a team approach to problem solving, intervention planning, and implementation of a plan of support.

Functional Assessment of Behavior

Functional Assessment of Behavior (FAB) is a process for gathering information that school-based support teams can use to develop plans to support positive behavior changes in students. FAB is also called Functional Behavioral Assessment in IDEA. However, in the full PBS document, this summary, and most school conversations in Michigan, the term Functional Assessment of Behavior is used.

A comprehensive FAB:

1. describes a student's behavior (the what);
2. predicts when and where the behavior may occur (the when and where);
3. identifies the possible explanations for the student's behavior across time and places (the why); and
4. proposes interventions that match a "best guess" about why the behavior occurs (one possible solution), leading to a resolution of the problem.

The school-based support team collects objective information about a student to make decisions and to develop a support plan.

Behavior Intervention Plan

A Behavior Intervention Plan (BIP) is a written description of how the school,

family, student, and community intend to support positive changes in a student's behavior and learning. A BIP is:

- based on the results of a Functional Assessment of Behavior or FAB (described above);
- driven by a hypothesis (a "best guess") about why a behavior occurs;
- directed toward building the student's skills and making appropriate changes in the student's environment(s);
- comprehensive—it has many intervention components;
- assessed by looking at changes in the targeted behavior as well as broader quality-of-life issues, such as whether the student maintains the behavior over time and in different environments.

A Behavior Intervention Plan should include descriptions of success-assured tasks a student would perform while learning to apply an appropriate behavior and work independently. The BIP describes reinforcers or incentives for the student along with a schedule of reinforcement. It also states evaluation criteria and sets a schedule for reviewing and revising the plan.

The full PBS document includes a comprehensive selection of helpful references for developing a FAB and producing a BIP. This includes checklists, assessments, surveys, and reports that can help take the guesswork out of conducting a FAB and setting up a smooth BIP.

School-based Positive Support Teams

School-based Positive Support Teams include general and special educators, the student, the student's parent(s) or guardian, and other service providers and practitioners, such as mental health and medical providers, who interact with the student on a regular basis. The school-based team members receive training in basic management principles and practices and how to change a system. They learn how to use instructional and management practices; how to collect,

Continued on page 6...

Understanding the PBS Initiative *continued from page 5...*

analyze, and use data to make decisions; and how to work and make decisions as a team.

The full PBS document provides useful, reproducible tools that schools can use to:

- determine guidelines for team membership,
- identify the core of knowledge the team should possess,
- assess whether the team has the desired skills, and
- establish the necessary level of commitment of the team and its members to the PBS process.

The full PBS document also contains instructions for creating student support teams and conducting team meetings.

Positive Behavior Support is not limited to students who are eligible for special education programs and services. The principles of PBS—involving functional assessment of learning and behavior that is linked to appropriate intervention—are applicable to ALL students, regardless of their educational status or age.

Schools using Positive Behavior Support have certain characteristics in common. In PBS schools:

- School-based teams made up of general and special educators, the student, his/her parent(s), and other service providers who work with the student make decisions regarding a student's behavior.
- Teams use person-centered planning that focuses on the needs and interests of the student. As a result, schools become student-centered communities of learning.
- Schools establish expectations for the way students will behave. Schools state

their schoolwide expectations clearly, promote them widely, and mention them frequently throughout daily activities and routines of the school.

- Schools provide opportunities for students to experience new contacts, positive role models, and appropriate relationships.

In a school that is implementing Positive Behavior Support, there is agreement on a common core of beliefs about student needs and the responsibility of the school system for meeting those needs. The school documents schoolwide policies and procedures that reflect the common core of beliefs. The school also provides training and resources to sustain the innovations. School board members, superintendents, principals, teachers, and support staff make a commitment to having Positive Behavior Support become a school improvement priority. Each year brings new students, parents, staff, administrators, and board members who need to become proficient in the Positive Behavior Support process.

Change on this scale does not happen overnight. It can take months, even years, to develop the responsive systems, personalized settings, and skills needed to keep the implementation of Positive Behavior Support going.

What's Next?

The publication of *Positive Behavior Support for ALL Michigan Students: Creating Environments That Assure Learning* is only a first step as Michigan moves forward with implementing Positive Behavior Support in its schools. Next steps should include:

- obtaining the full PBS document and inviting educators, students, parents,

and others to become familiar with PBS, the PBS document itself, and the many resources it presents;

- participating in PBS awareness-level workshops and sustained learning opportunities;
- assessing the school's readiness to implement PBS and the resources the school needs for implementation; and
- participate in and attend regional PBS conference with the Michigan Positive Behavior Support Initiative for answers to questions related to PBS and guidance as a school implements PBS.

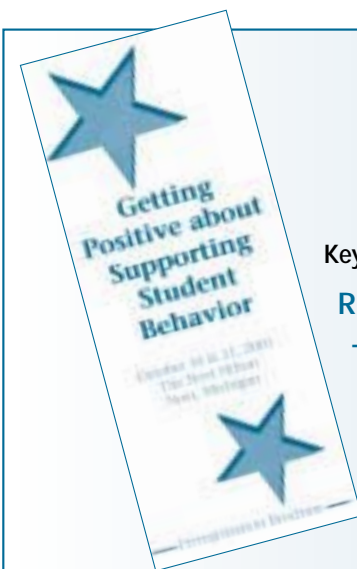
Awareness Workshops

Awareness workshops on Positive Behavior Support are offered through the Awareness and Dissemination hub of Michigan's State Improvement Grant. For information on cost, dates, and locations of scheduled PBS awareness workshops or to make arrangements for an awareness workshop to be presented for your staff and families, contact: [Annette Gorden \(800\)593-9146 #18; \(517\)541-1318 #18; \(517\)321-6101 #18; \(517\)541-1351 fax; agorden@eaton.k12.mi.us.](mailto:Annette.Gorden@eaton.k12.mi.us)

PBS Documents

To order PBS documents, call (800)593-9146 #3 to request an order form from the Center for Educational Networking or download an order form from www.michigansipsig.match.org or www.mde.state.mi.us/off/sped/CEN/CENorderform.pdf.

For more information, contact: Bernie Travnikar; (800)593-9148 #17; bernie@positivebehaviorsupport.com



Keynoters:

Rob Horner
Tim Knoster
Tim Lewis

Getting Positive about Supporting Student Behavior

Hosted by Michigan Department of Education,
Michigan's State Improvement Grant
Michigan's Positive Behavior Support Initiative,
and the Great Lakes Area Regional Resource Center

A Great Lakes Area regional conference convened in Michigan to showcase best practices proven to increase pro-social student behavior, decrease violence in schools, reduce administrative complexities, and increase student achievement.

October 10-11, 2001
Novi Hilton; 21111 Haggerty Rd.; Novi, MI

For more information, contact: Annette Gorden;
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www.michigansipsig.match.org

Glossary of PBS Terms

Reprinted from *Positive Behavior Support for ALL Michigan Students: Creating Environments That Assure Learning*

Adaptive behavior: skill areas that are central to successful life functioning, such as communication, self-care, home living, and social skills

Antecedent: any occurrence, setting, or event that happens before a behavior takes place

Applied behavior analysis: a methodology that includes systematic collection and graphing of data to determine student progress toward a specific objective

Baseline: a record of the frequency, duration, rate, or intensity with which a behavior occurs over a period of time before intervention

Behavior: a person's measurable and observable actions

Behavior Intervention Plan (BIP): a written, proactive, individualized behavior support plan based on a functional assessment (see FAB and FBA) of student behavior. BIPs incorporate Positive Behavior Support and valid behavioral interventions to address identified challenging behaviors

Behavior contract: a written and signed agreement that specifies expected behaviors and consequences

Behavior objective: a statement of expected learning accomplishment for an individual

Challenging behavior: dangerous or disruptive behavior that interferes with the rights of others

Communicative intent: behavior—rather than language—that conveys a signal

Consequence: the positive or negative result of a behavior

Criterion: a written statement of what will be learned; a predetermined level of performance to be attained

Direct observation: a method used to obtain specific relevant information about a student's targeted behavior by watching and recording

Discipline: training designed to promote adaptive, prosocial behavior

Evaluation: a systematic means of determining the effectiveness of support. A formative evaluation is an assessment conducted as an intervention is implemented. A summative evaluation is an assessment conducted at the end of a program.

Functional Assessment of Behavior (FAB): a process of gathering information to develop an informed, data-based hypothesis about the variables associated with behavior. The hypothesis is linked to selected interventions.

Functional Behavior Assessment (FBA): the term used by IDEA 97 that is synonymous with Functional Assessment of Behavior

Individualized education program (IEP): a written document describing a student's educational disability and plan of service. The IEP is written by an IEP team composed of the parents, school staff, and, as appropriate, others with an educational interest in the student

Intervention: planned actions taken to support adaptive, prosocial behavior

Manifestation Determination Review: a meeting of the individualized education program team for the purpose of determining the relationship between a student's disability and behavior that is subject to discipline. This review is required, in some instances, when it is anticipated that a student receiving special education services will be removed from school for discipline

Positive Behavior Support (PBS): a broad-based set of proactive approaches, integrated within a comprehensive schoolwide system, that assists a student in learning responsible behavior and developing academic success

Positive support strategies: a variety of interventions for learning adaptive prosocial behaviors (there is no one methodology associated with Positive Behavior Support)

Reinforcer: an event or reward that occurs after a desired behavior and results in an increase in the future frequency, intensity, or duration of that behavior

Replacement behavior: a behavior selected as a functional replacement or substitute for a behavior (e.g., chewing gum rather than spitting if sensory needs are the hypothesis for the behavior, or walks to do errands rather than non-purposeful out of seat behavior if the hypothesis is that the behavior is a function of overactivity)

Student support team: a group of people who work collaboratively to better assist students with behavior and learning problems. Often called "Child Study Team," "Intervention Assistance Team," "Teacher Assistance Team," or "Prereferral Team"

Section 504: a section of the *Rehabilitation Act* of 1973, a civil rights law that addresses the need for reasonable accommodations for students with disabilities

Target behavior: a specific behavior identified for change and described by frequency, duration, intensity, or rate

PBS Resources

The Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS)

PBIS has been established by the Office of Special Education Programs, U.S. Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective schoolwide disciplinary practices. www.pbis.org.

Early Warning, Timely Response

Ken Dwyer, David Osher, and Cynthia Wager (1998)

America's schools are the safest place to be on a daily basis. This guide is part of the overall effort to ensure that every school in the nation has a comprehensive violence prevention program in place. To obtain a copy of this public domain document, contact: ED PUBS; (877)433-7827; edpuborders@aspensys.com; www.ed.gov/offices/OSERS/OSEP/ealywrn.html. For copies in alternative formats, contact: David_Summers@ed.gov; (202)205-9043.

"Effective Behavior Support: A Systems Approach to Proactive Schoolwide Management"

T. Lewis & G. Sugai (1999)

As part of the series, *Focus on Exceptional Children*, this 24-page article highlights the application of PBS to the school system. The Focus series is published monthly during the school year. PBS was the February 1999 topic. The issue included a sample plan and checklist for implementing PBS in school districts. Full text is available in electronic format, Education Index. Contact: Love Publishing Company; PO Box 22353; Denver, Colorado 80222; (303)221-7333.

Functional Behavior Assessment: An Annotated Bibliography

Carl Myers, Nov. 1997, National Association of School Psychologists (NASP)

This guide describes the value of articles found in the literature and other chapters published by NASP in *Best Practices in School Psychology - III*. For reprints, contact: NASP; 4340 East West Highway, Suite 402; Bethesda, MD 20814; (301)657-0270; NASP8455@aol.com.

Journal of Positive Behavior Interventions

Editors: Glen Dunlap, Ph.D. and Robert L. Koegel, Ph.D.

Dedicated to Positive Behavior Support, this new quarterly journal is available at \$39 for one year or \$62 for two years. The journal, which deals exclusively with principles of PBS in school, home, and community settings for people with behavioral adaptation challenges, includes research reports, commentaries, program descriptions, discussions of family supports, and coverage of timely issues. To subscribe, contact: PRO-ED Journals; 8700 Shoal Creek Boulevard; Austin, TX 78757-6897; (800)897-3202 or (512)451-3246; (512)451.8542 fax; proed1@aol.com.

Research Connections in Special Education

This biannual review of research on topics sponsored by the U.S. Office of Special Education Programs featured a Winter, 1999, publication on PBS. This free, public domain publication is available from the ERIC/OSEP Project at: The ERIC Clearinghouse on Disabilities and Gifted Education; CEC; 1920 Association Drive; Reston, VA 20191-1589.

Young Children Present Behavior Concerns that Require New Approaches for Caregivers

Positive Behavior Support Offers New Ways to Promote and Support Social-Emotional Competence

Reprinted from *Positive Behavior Support for Young Children*, June 2001, a Supplement to *Positive Behavior Support for ALL Michigan Students: Creating Environments That Assure Learning*. Frances Mueller, Ph.D., Oakland Schools, Mark Larson, Ph.D., Wayne State University

Learning environments need to promote and support the development of social competence for ALL children. For young children, these environments include the home, preschool, childcare, and other community settings. A plain fact of life today is that most young children participate in a variety of early childhood settings and many are in some form of childcare (Bureau of Labor Statistics, 1996). Some young children present behavior concerns that require a new way of thinking about how children interact within different environments and why they behave as they do. When childcare providers and other early childhood professionals understand this new way of thinking, children develop secure relationships and benefit from their learning environments.

Parents and Childcare Professionals Often Find Themselves without Adequate Tools

Childcare providers and other early childhood professionals are requesting help with young children who refuse to participate or who hit, bite, kick, swear, spit, or name call. Often, parents and early childhood professionals find themselves without adequate tools for responding effectively to troubled and troubling children. When standard approaches to behavior concerns do not work, several things can happen. The child's learning can be interrupted, social interactions can be restricted, and the safety of other children can be compromised. Moreover, parents may be asked to remove their child. Similar situations are occurring across Michigan and across the country.

The Situation in Michigan

Early childhood professionals face difficult situations when standard approaches for responding to behavior concerns fail. Unfortunately, this often puts into motion a frantic reaction by parents to seek an alternative early childhood setting for their child quickly, before they are asked to remove their child from the

current setting. Below are recent data from four areas of Michigan describing the problem of disenrollment or expulsion of young children from early childhood educational programs.

Oakland County

- A 1998 survey (Oakland Schools Early Childhood Team, 2000) indicated that 43 out of 398 children (with preprimary impairment, ages 3 to 6 years) or 11% were identified as needing more intense behavior treatment.
- Ten percent of 3,605 preschool children were described as having behavior problems and 49 of them were at risk for expulsion.

Clinton-Eaton-Ingham Counties

A random sample of 200 licensed childcare centers (Derr, 1998) reported:

- On average, 8% (ranging from 6% to 20%) of the children were reported as having behavior problems.
- About 4% of the children were considered for expulsion.
- Over the past year, 2% had been expelled.

Grand Traverse and Leelanau Counties

Results from a survey from 185 childcare providers (15% center-based, 85% home-based) (Bush-Bergmann & Rindfus, 1998) indicated:

- Nearly half of the childcare professionals had children with behavior concerns.
- Two hundred fourteen children displayed behaviors that put them at risk for expulsion.

Wayne County

Results (Grannan, Carlier, & Cole, 1999) indicated that during 1997-98, in 33 centers representing care for 1,413 preschoolers:

- Overall, nearly 7% of the children presented behavior concerns for care providers.

Michigan County*	% of Children with Behavior Concerns	At Risk for Expulsion	Expelled
Oakland	>10%	1%	—
Clinton-Eaton-Ingham	about 8%	4%	2%
Wayne	7%	4%	2.75%

* excludes Grand Traverse and Leelanau Counties because of missing data

- An additional 57 children were at risk for expulsion.
- Forty-one preschoolers (about 3%) were expelled.
- More boys (35) than girls (6) were expelled.

From these findings, it is clear that Michigan early childhood professionals need a new approach to thinking about behavior concerns of young children. Positive Behavior Support is a tool for the early childhood professional toolbox of effective practices. In particular, both center-based and home-based childcare providers and early childhood professionals need to be included in Positive Behavior Support awareness-level and other training opportunities.

Many childcare providers and other early childhood professionals indicated a need for additional training. The good news is that they also expressed a willingness to attend training sessions. Positive Behavior Support training can result in changes in their thinking and practices. This new approach can also lead to new ways to promote and support social-emotional competence of ALL children across early childhood settings.

For more information or to order the *Positive Behavior Support for Young Children* document, contact: Annette Gorden: Awareness and Documentation (Hub 2) of the Michigan State Improvement Grant (SIG); Eaton Intermediate School District; 1790 E. Packard Highway; Charlotte, MI 48813; (800)593-9146 #18; (517)541-1351 fax; agorden@eaton.k12.mi.us

Administrator Perspective

Administrators Address the Effectiveness of Positive Behavior Support

Editor's Note: The administrators responding to the following questions about Positive Behavior Support (PBS) have each adopted PBS strategies in order to create school environments that assure learning.

Q: Why is it in the interest of your staff to adopt PBS strategies?

Bob Sornson: Each year, we see more children with challenging behaviors. Teachers will need new skills to create safe, calm classrooms where great teaching and learning can occur.

Laura McClure: Student empowered behavioral supports are always more effective than teacher empowered supports. This equals more teaching and more learning.

Greg Waller: I should mention up front that the program at New Campus school was developed on a therapeutic model created by Chuck Gunther, Linda Rohrman, and Rick Bechtold about 16 years ago.

New Campus School draws from a five-county area within the Traverse Bay Area Intermediate School District. The program serves students with severe emotional impairments in a self-contained setting that includes the main K-12 campus and five K-12 programs housed in Traverse City Public Schools.

When we look at how we dealt with students with emotional impairments in the past, we find that we often talked about what the student could *not* do, not what he/she *could* do. Basically, many still look for the punishing consequence to change the behavior of the students with whom we are working. We know from research that punishing students does not create long-term change. When you look at the rate of recidivism among the prison population, it doesn't take long to figure out that punishment doesn't work in many cases. Using Positive Behavior Support forces us to look at the student in a different light. When we do Functional Behavior Assessments (FBAs), we are inclined to look more at what the student can do and program for the student. When we write Behavior Intervention Plans (BIPs), we write them in positive terms, making changes in the environment that lead

to changes in the behavior. We still get caught up in that "power on power" struggle with students, but it doesn't work. We are making progress, working on therapeutic rather than negative consequences. I don't think in terms of why it is in the best interest of our staff to adopt PBS strategies, but more in terms of using PBS to improve what we already do.

Q: How is your staff responding to the PBS approach?

Bob Sornson: For the last eight years, Northville Public Schools professional staff have had the opportunity to learn the Love and Logic approach and to receive other professional training. This approach has become interwoven in every school building along with peer mediation, crisis intervention, and student-led problem solving. The principles of Love and Logic have even been adapted to help serve students in our center programs who are dually-diagnosed with severe mental impairment and severe multiple impairments. Some staff chose to participate in extended training to refine their skills.

Laura McClure: Our staff is responding positively now. After a few internal successes, many more faculty started to talk about what was working. Students became advocates for each other. Increased teaching time always motivates the faculty. Three members of the faculty have been trained, and plans are underway to provide building-wide professional development after such requests came in on end-of-the-year evaluations.

Greg Waller: The staff at New Campus is very open to new ideas and is trying to figure out what is going on with students. Again, it is not a total philosophy change for our group, but more about looking at innovative ways of dealing with our challenging population. Change can be as simple as how we

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*We need to start fighting
crime in the high chair, not the
electric chair.*

—Former Chief of Police,
Winston-Salem,
North Carolina

Continued on page 10...

talk to kids. Many times, we give students ultimatums rather than choices, i.e., "Do it now or else you will lose recess" or "I'm the teacher, para pro, principal." For the students, this translates into a challenge followed by an immediate behavior bloom when, in fact, rephrasing our direction or our response to a student request could have made all the difference in the world.

Q: What do you do to engage parents in the PBS process?

Bob Sornson: In the last two years, our parent teacher association (PTA) has developed a comprehensive approach to parent awareness training. PTA, special education, and early childhood sponsored learning opportunities for parents are attracting hundreds of parents who want to help their children become self-confident and responsible.

Laura McClure: As their child's expert, we ask parents what concerns them, what practices have worked in the past, what outcomes they would like to see, what can we expect from them in terms of support, and what they need to achieve positive results. Things work best when parents and staff come to the table as advocates for children.

Greg Waller: At this point, we have three to four parent meetings a year. We are trying to build our community by actively engaging our parent population in Positive Behavior Support. We conduct open houses and engage parents in scaling our 30 ft. climbing wall with their child(ren). Talk about trust-building, this goes a long way! We also include our parents in many of our activities at New Campus School. We want parents to be partners in what we are doing. We call them to report what their students are doing right just as often or even more often than we report negative behaviors. We know that some of our parents haven't had very positive experiences with the public schools, and we take that into consideration when we set up individualized educational plans.

Q: How are parents in your school district responding to PBS?

Bob Sornson: Parent response to PTA, special education, and early childhood parent awareness training has grown enormously over the past few years. More than

1,700 parents attended a recent PBS presentation. An early childhood parent awareness series has been organized for the 2001-2002 school year as a concrete step in implementing our plan to help the Northville community become a place where participation in ongoing parent awareness training is a part of being a great parent.

Laura McClure: Parents of students who directly benefit from PBS love the initiative. Parents who don't realize their students are benefiting remain moderately vocal and somewhat intolerant of new programs.

Greg Waller: Parents who have students at New Campus School have been responding positively to what we are trying to do for their students. They realize that the local school districts don't have the resources to deal with the challenging behaviors that are increasing lately.

Q: How is PBS affecting referrals to the office, suspensions, time on task in the classroom, attendance?

Bob Sornson: It is impossible to separate our training for staff and parents from other variables, including a transition to block scheduling at the high school. Overall, suspensions are significantly down at Northville High School.

Laura McClure: On-task time is up and detentions have decreased 26% in one academic year!

Greg Waller: A number of staff have come to me to say they like the way things are going. I know that our time-outs are down, our in-school suspensions are down, and attendance has been stable the past two years. I would assume that time on task in the classroom would be up. Documentation for this piece is not yet complete.

Q: How has the adoption of PBS changed your school environment?

Bob Sornson: Teachers and principals who embrace Love and Logic or similar philosophies report calmer, happier, and more secure environments that create better opportunities for respectful behavior and student learning.

Laura McClure: Students are given all the information they need to "get it right." Teachers are expected to teach, not tell. Parents are partners. Positive Behavior Support has changed our school environment in a dynamic, student-centered manner. It has definitely improved the caliber of service we provide. The word for PBS is "effective" more than "efficient" at this stage of our implementation.

Greg Waller: I would like to think that we have improved our relations with the students, parents, and staff with whom we work. We started a Monday morning celebration a while back to bring all the students and staff together and talk about what positive things happened over the last week. Many staff were a little reluctant to engage in this activity and said things like, "Oh, the students won't like this," or "This is dumb." However, during the year, we found that the kids enjoy it and it helps involve adults in the activities we plan. One of the things many schools miss is the celebration piece—we get caught up in our daily activities and forget to look at what we have done, looking only at what we have left to do. Toward the end of the school year, that can become a daily grind. We have strengthened our community with PBS practices, tweaked what we do best in our daily delivery, and it has been good for our program.

*If you always
do what you
always did,
you will always
get what you
always got.*

—Vern Hill

Training of Awareness Trainers Is Evaluated Favorably

Annette Gorden, CEN Program Assistant

With growing demand for awareness-level training in Positive Behavior Support (PBS), a training of trainers model for PBS awareness sessions was initiated in July, 2000. The goal of these trainings has been to increase the pool of persons introducing PBS to school personnel. The training was coordinated by Bernie Travnikar, Consultant to the Office of Special Education and Early Intervention Services (OSE/EIS) PBS Initiative, in collaboration with Steven Street, Assistant Professor of Teaching and Learning, University of North Dakota, and Karen Woods, Director of Special Education, Mid-Michigan Public School Academy.

A cadre of nine parent advocates, educators, and social workers participated in the original "Training of Awareness Trainers." Thirty hours of training were provided between July 2000 and February 2001 at a summer retreat and during quarterly meetings in October, December, and February.

The most recent "Training of Awareness Trainers" meeting took place on June 15, 2001, at Livingston Educational Service Agency. The meeting time was used primarily

for sharing information and networking ideas. Additionally, Susan Lentz, Evaluation Consultant shared the results of her "PBS Awareness Sessions Program Evaluation." An evaluator for the PBS Sustained Learning sites, Lentz was contracted to conduct an evaluation of the "Training of Awareness Trainers."

The overall evaluation results were positive. The final evaluation statement reported that "The Training of Awareness Trainers has succeeded in creating a community of learners, intent on working together to extend their own knowledge and to plan, present, and enhance awareness sessions."

For more detailed information on the evaluation or to become a PBS trainer, contact: Bernie Travnikar; (800) 593-9146 #17 or bernie@positivebehaviorsupport.com

Bernie Travnikar,
Consultant to the
OSE/EIS PBS
Initiative



Susan Lentz,
Evaluation Consultant



Karen Rist,
Awareness
Trainer



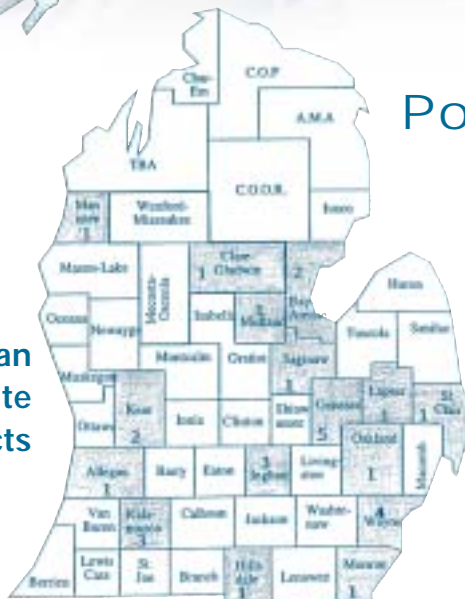
Ken Smith and
Drucilla Daniels,
Awareness Trainers



Barb Schmatz, Awareness Trainer



**Michigan
Intermediate
School Districts**



Training the State of Michigan about Positive Behavior Support

During the 2000-2001 school year, approximately 1,400 participants were trained in 30 Positive Behavior Support (PBS) awareness workshops across Michigan (see highlighted areas of the map at left for specific areas). Participants in these full-day workshops included teachers, support staff, administrators, parents, students, college, university, and community representatives. Fourteen additional workshops have been scheduled so far for fall 2001.

For a schedule, contact: Annette Gorden; (800)593-9146 #18, (517)321-6106 #18, (517)541-1318 #18 or agorden@eaton.k12.mi.us

Teasing Hurts

Award Winning Author Encourages Children to Stop Teasing

Holly Spence Sasso, Editor

Patricia Polacco, a Michigan-based, award-winning children's author and illustrator, is on a mission to curb childhood teasing, school-by-school, across the country. Polacco inspired students, parents, teachers, and administrators at Okemos Public Schools last spring where she admitted to her audience, "You are looking at a student with a learning disability. I couldn't read until I was 14, I still can't do math, and when I was in school, people teased me because of it."

In one of her more recent books, *Thank You Mr. Falkner*, one of more than 25 children's books she has written, Polacco shares her personal story about "a wonderful educator who helped me recognize and eventually overcome my struggles with a reading disorder called dyslexia." Polacco described her early experiences reading in front of the class. Because she didn't read what was actually on the page she was laughed at.



Patricia Polacco with students and staff from Bennett Woods Elementary School in Okemos, displays the "Keeping Quilt," a family heirloom that inspired one of her books.

"I believe we have wonderful teachers in this country," Polacco says. "Teachers are so important in the lives of children. It was a teacher who saved my life because he was compassionate about the pain I was experiencing because of the teasing."

"Because the subject of teasing is so close to my heart, I feel that it is time that we, as a country, act swiftly to remove it from our culture," Polacco told a captive audience. She encourages children and adults alike to respect one another, and she uses her own success, as a writer and Ph.D. scholar, to model the potential in everyone, despite their differences.

Polacco shares stories from her childhood and her family heritage, a theme that carries through many of her books. *Meteor* is a story about a meteor that fell on her grandparents' farm in Union City, Michigan. "The meteor," she told her rapt audience of elementary students, "has exceptional powers. If you touch the meteor and make a wish, your wish will come true." At the end of her presentation Polacco invited students to touch a piece of the real meteor and make a wish. She told the children that there were three wishes that were not allowed: they couldn't wish for money, for anything that could be purchased with money, or to change people. "The best wish you can make," she said, "is to make a change in yourself. Realize your potential. You are the people who will end racism and cure cancer. You are going to figure out how to feed people. You are our greatest natural resource."

Before students lined up to touch the meteor and head back to their classrooms; Polacco gave them instructions: "Respect one another. Be gentler and kinder to one another. The person sitting next to you will make a difference in the world. Remember someone you teased or were not nice to and make a special effort to sit next to him or her at lunch or do something to make that person know you care. Honor one another."



A student from Bennett Woods Elementary School in Okemos touches a piece of Polacco's "wishing" meteor.

For more information, contact:
Traci Polacco; Events Coordinator and
Personal Assistant; (517)741-5019;
spolacco@net-link.net;
www.patriciapolacco.com



Make Schools "Ridicule-Free Zones"

Are you sure your school is "child friendly?" That may sound silly, but for some students, it may not be a laughing matter. To make sure your schools are pleasant places where all children can learn, plan to attend "Don't Laugh at Me."

This regional Michigan Elementary and Middle School Principals Association (MEMPSA) conference will show school board members, principals, counselors, teachers, school secretaries, and Parent Teacher Association (PTA)/Parent Teacher Organization (PTO) members how to deal with the bullying, ridicule, and taunting that goes on among children, making school miserable for some.

You'll hear Fulbright Scholar Linda Lantieri of the National Center of Educators for Social Responsibility on resolving conflict creatively. Singer Peter Yarrow (Peter, Paul, and Mary) will use music to help you learn how to build caring and responsible communities. He will present in mini-concert style at this event, set for the Lansing Center, September 14-15, 2001.

"Don't Laugh at Me" school programs are designed to help create a respectful, compassionate, and ridicule-free environment that nurtures both emotional-social and academic growth.

For details, call (800) 227-0824 or visit www.mempsa.org

CH.A.D.D. Director Spreads the News about Positive Behavior Support

PBS Emphasizes Positive Learning Environments

Shirley A. Beckman, Writer

"The logical response to a behavior problem should be to teach the child the appropriate behavior," says Kenneth Smith, director of Children and Adults with Attention Deficit Disorder (CH.A.D.D.) of Michigan. Smith is also a Positive Behavior Support (PBS) awareness trainer, a PBS pilot site coach, a teacher with 31 years experience, and a prison minister. He believes in Positive Behavior Support (PBS) for all students and spends a great deal of time educating teachers, parents, and communities about PBS. Smith speaks with authority about the importance of creating learning environments that benefit all students.

Smith was one of a select group asked to review the PBS document, *Positive Behavior Support for ALL Michigan Students: Creating Environments That Assure Learning*, when it was drafted in February, 2000. The document describes a change in philosophy, perspective, and practice that promotes and supports learning for ALL students in Michigan schools. Specifically, it can help readers understand why PBS is effective and necessary, who implements it, and how it is used and evaluated.

"From there, I was asked to be a presenter," says Smith. "I go out to schools, teacher groups, and parent groups to share information about the PBS document and trainings and to tell them how to get involved in the PBS initiative. When you involve a team and work to create a school improvement plan that includes PBS, you realize that behavior and academics go hand in hand," Smith says. He stresses the importance of community involvement and its impact. "When parents and community are involved," Smith says, "people see how behavior really relates to learning."

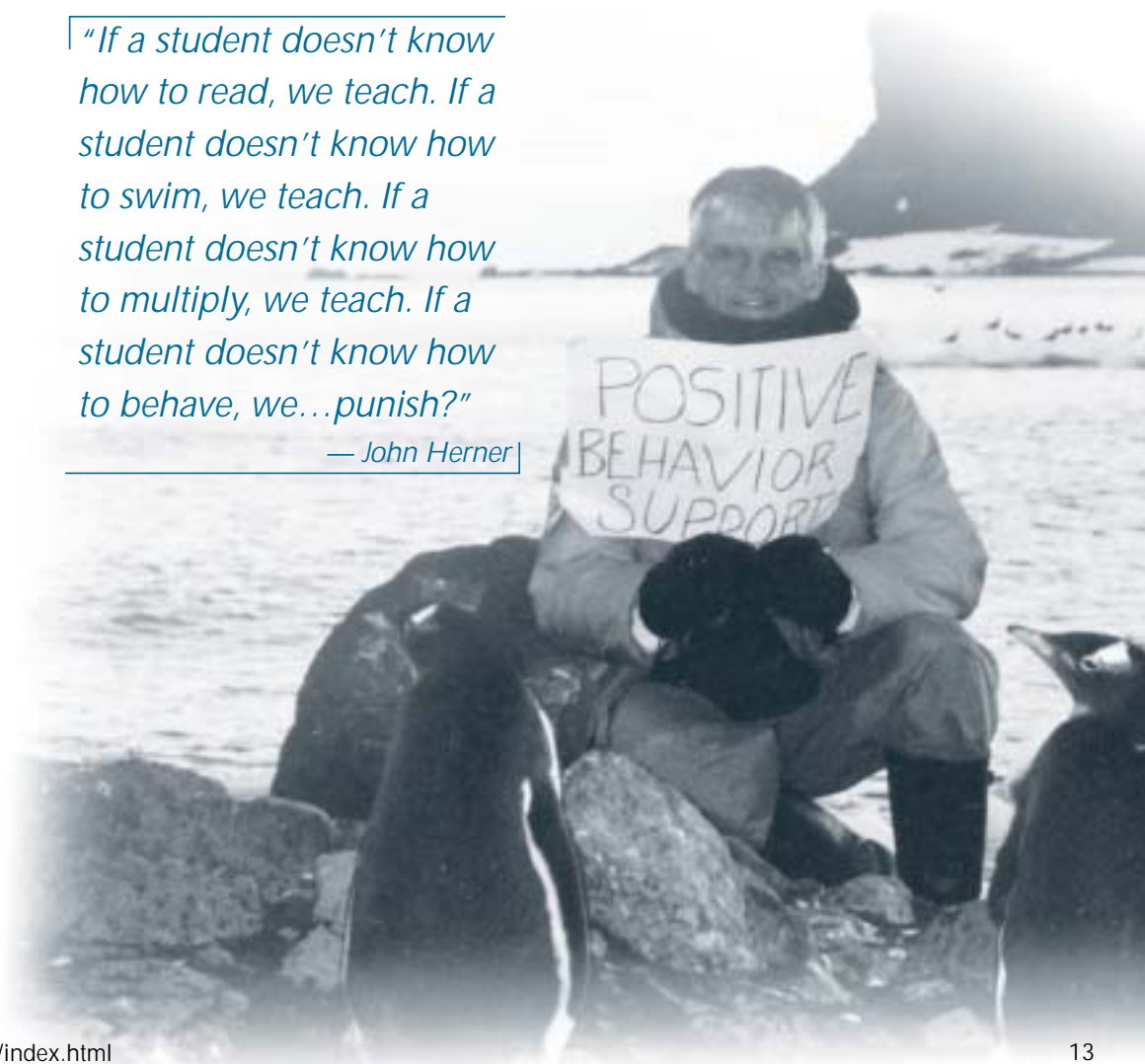
A large-scale example of how poor behavior affects communities is the number of people in prisons and the resulting cost to the state according to Smith. He points out that many prisoners cannot read or write. "They dropped out of school or were forced to leave because of their behavior," Smith says. "If student behavior problems are caught earlier and addressed using PBS strategies, more students will reap the benefits of positive educational experiences rather than the consequences of punishment. It is important to work within individual circumstances; a blanket zero tolerance approach 'doesn't work,'" Smith asserts. "This does not mean there is no discipline in the PBS approach. There are consequences for behavior based on individual need."

With PBS, parents, and community members, and teachers are able to help students become better learners. "We need to work with young people in the community," Smith says. "We need more individuals who are respectful of others. People look back at their days in school and remember the behavior management strategies that were used. This kind of retrospective thinking can help individuals to see the value of PBS," Smith says.

For more information, contact: Kenneth Smith, Director; CH.A.D.D. of Michigan; 47934 Wadebridge Court; Canton, MI 48187 (810)220-9060; (734)454-4567

"If a student doesn't know how to read, we teach. If a student doesn't know how to swim, we teach. If a student doesn't know how to multiply, we teach. If a student doesn't know how to behave, we...punish?"

— John Herner



Schools Address Correlation between Behavior and Reading Difficulties

Data Driven Decision Making Practices Inform about What Does and Does Not Work

Steven D. Goodman, Ph.D., Teacher Consultant, Ottawa Area Intermediate School District, and Elizabeth Schaughency, Ph.D., Professor, Grand Valley State University

The data are clear. By late elementary school, behavior and learning disorders are often chronic and associated with negative educational, occupational, and societal outcomes. With early intervention, the prognosis for successfully addressing both academic and behavioral difficulties is more promising. A federally funded project is currently underway in Ottawa and Kalamazoo counties to address behavior and reading difficulties of elementary students. This project is coordinated by Steve Goodman from the Ottawa Area Intermediate School District and Elizabeth Schaughency from Grand Valley State University. Project faculty include Amy Matthews from Grand Valley State University and Ruth Ervin from Western Michigan University. The project, which officially began in January, 2001, and will continue over the next four years, was selected as one of four grants awarded nationally to investigate the association between behavior and reading difficulties on a schoolwide level.

Five Michigan Elementary Schools Participate in Grant Project

This project systematically addresses discipline problems on a schoolwide level rather than simply focusing on problems student-by-

student. Five elementary schools are participating in this project Ferrysburg Elementary School and Lake Hills Elementary School in Grand Haven, Holland Heights Elementary School in Holland, and South Elementary School in Hudsonville are currently involved; Northeastern Elementary School in Kalamazoo will join the project this fall. Each school is setting up support systems, and effective strategies are being identified, implemented, and monitored at the schoolwide, classroom, and nonclassroom (e.g. hall, playground) levels. Each school is intervening in the disciplinary problems and monitoring the progress of the individuals involved.

A Multifaceted Approach

In education, we often address problems with a "bag of tricks" approach, conducting workshops to add more strategies to the repertoire. However, simply focusing on solutions does not always promote sustainable and systemic change. Systems must be in place to direct and encourage use of effective practices, including these related to allocating time and resources for training and follow-up support for staff. Additionally, information systems must be in place to

match appropriate interventions to specific problems and evaluate the effectiveness of the interventions in and out of classroom settings and at various educational levels. Systems are created to intervene, with varying intensity at each level. Student behavior is categorized into one of three levels: students without significant behavior problems, and those with chronic/intensive behavior problems (figure 1.). The universal or prevention level focuses on the majority of the student population, those without significant behavior problems. The intent is to identify, teach, monitor, and encourage appropriate behavior and academic expectations using research-validated instruction and practices. An example of schoolwide prevention is to develop a matrix of behavior expectations for each setting within the school (e.g. classroom, hall, cafeteria, playground, etc.), and then teach students these behaviors. Recognizing that one size does not fit all, more intensive, contextually-based and individualized interventions are developed for students at risk for or with identified learning and behavioral difficulties. More intensive interventions are based on "functional assessment" information, which identifies the antecedent and consequence, of problem behavior. By changing the antecedent and/or consequence problem behavior can be weakened and alternative appropriate behavior strengthened.

Current Activities

Addressing problems on a schoolwide level takes time. Before receiving funding from the federal government, the Michigan Department of Education's Office of Special Education and Early Intervention Services provided start-up funds for training on a schoolwide systems approach. School improvement and student assistant team members participated in this workshop, which focused on an overview of the schoolwide model, data collection, and using data to make decisions.

Project activities during the initial semester focused on establishing information systems for behavioral and academic intervention problem solving, and on establishing organizational systems for providing student support. Participating schools use the *Schoolwide Information System (SWIS)* database to record and analyze school discipline referrals. Each office discipline referral is entered into the computer and information from this database

Continued on page 18...

Continuum of Behavior Support

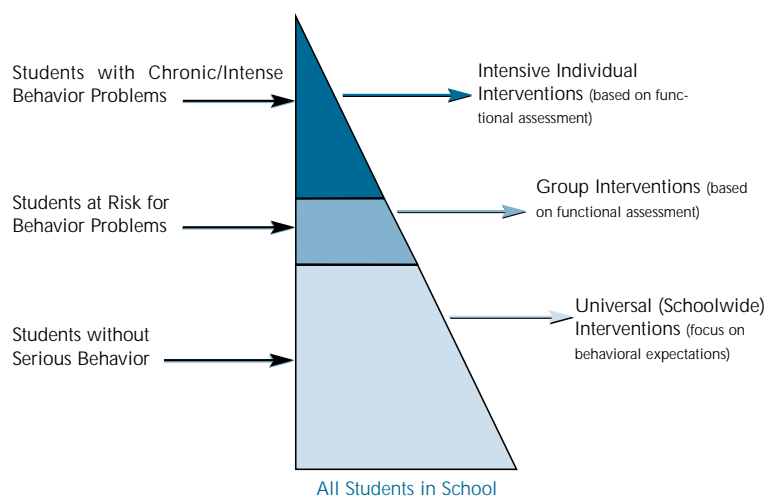


figure 1

Based on Sugai and Horner (2001)

Parent Perspective

Barbara Schmatz, Director-at-Large,
East Michigan Tourette Syndrome Association
and Parent Trainer for the Michigan Positive
Behavior Support Initiative.

I am the parent of three children with neurological impairments. All three of my children have Attention Deficit Hyperactivity Disorder (ADHD) and two have Tourette Syndrome (TS). Tourette Syndrome is probably the most misunderstood of any disorder, because the symptoms wax and wane. Known as TS, the disorder causes what can be described as “faulty breaks” or involuntary motor and vocal tics. Disinhibited thoughts and actions are some of the symptoms. Because TS is neurological, other neurological disorders such as ADHD and Obsessive Compulsive Disorder (OCD) often accompany the symptoms.

I learned early that traditional methods of discipline do not work for my family. Yelling simply promotes low self-esteem or teaches children to tune a person out. Spanking can make a potentially aggressive child more aggressive. Shame and embarrassment can cause resentment, at best, and ruin any relationship an adult may have with a child. My children will work harder for an adult they relate to and trust. The bottom line is that adults have the ability to make a child's life wonderful or hellish.

My son, who is now 19, was diagnosed with TS and ADHD at age 8. There were times when I thought that explaining my son's disorders would bring empathy and caring from others, but I soon realized that I was wrong. Often, people did not understand my behavior when I ignored some of the impulsive things my son did or said. I talk about him now because he taught me how to be a better parent and advocate.

Before I learned to ignore my son's behaviors, I realized that I was saying more negative things to him than positive, and that this was not teaching him how I wanted him to act. I later tried rewording directions and corrections in a more positive way and started giving him more choices. My focus on the behavior and not on my son really helped his self-esteem. Using these positive behavior support techniques, my son soon changed from a “bad boy” to a child who was learning to control his inappropriate behavior.

Positive behavior support is not a quick fix, but it helped us both to focus on learning new skills that could be sustained over time. Unfortunately, sometimes it was difficult for people around me—including my family—to understand some of my responses to my son's behavior. I am lucky that the special education director and principal at our elementary school believed in the same discipline philosophy as I did. I feel very fortunate to have had their support and guidance. The following accommodations were written into my son's individualized educational program (IEP).

Parents are an important part of the team that works to ensure success for children. I hear that parents don't want to be involved in the process, but I find that statement hard to believe. If parents are included in decisions, listened to, not blamed for his/her child's behavior, and are taken seriously, it is my experience that they will become and remain actively involved as support team members. Parents need opportunities to learn the effective techniques used by educators so that they can begin to support their children at home. Working together and using positive behavior support is a formula for ensuring success for all children.

Accommodations That Work:

- When motor movements become excessive, try sending the student to the office on errands, enabling him to release his motor and vocal tics. Those with TS can suppress their tics for a while, but consequently, they focus all their energy on these efforts rather than on learning.
- Offer textbooks on tape to listen to when symptoms are exacerbating.
- Use consistent direction to inform children about the kind of behavior expected in school. Frequent reminders reinforce appropriate behavior and warn children ahead of time about what is expected of them.
- Praise behavior that is dutiful and respectful.
- Never take away physical education or recess as a consequence for inappropriate behavior. Physical activity helps release

Positive Behavior Support Helps Parents Focus on Learning New Skills



The Schmatz family

motor movements and helps to incorporate motor tics into natural movements, drawing attention away from them.

- Look for strengths and build upon existing skills in order to help shape self-esteem. It is also important to find and encourage something the child is good at. (In my son's case, playing the drums improved his self-esteem and gave him an outlet for his excess energy. Consequently, he has become an excellent musician and still works with the high school percussion section as an instructor. He would like to major in music performance in college.)
- Teachers should make efforts to keep students involved and included with peers as much as possible. Many children with TS and ADHD are isolated from their peers because of their behavior difficulties. They need to learn how to socialize.
- Positive teacher/student relationships where the teacher acts in a mentoring capacity.
- Ignore behaviors that do not impede learning, cause distractions for, or endanger others.
- Understand that silliness and joking are often a coping mechanism for disabilities.
- Communication among school personnel can help everyone to understand the most effective strategies for encouraging and supporting student efforts to manage behavior.

Consequences for Inappropriate Behavior that DON'T Work:

- Seclusion from peers, including putting the student's desk in the hall or facing it

Continued on page 18...

Professional Perspective

Claudia Williamson, MSW, Principal, Canton Charter Academy

Editor's Note: This article represents a real situation; however, the name has been changed to protect the confidentiality of the student involved.

The photograph accompanying this article is for graphic presentation only and does not depict the student discussed in this article.

Randy began life with many barriers to overcome. He was born to a single mother and his father was in jail. Randy also faced numerous medical problems. He had a hernia, poorly developed muscles, breathing problems, and low birth weight. His prognosis for healthy development was poor.

Randy's mother took him home from the hospital, held him, and cared for him for months. Gradually, he began to improve. However, Randy's mother noticed that he did not seem to hear sounds that other children heard. Testing determined that Randy had a significant hearing loss and would eventually require special accommodations when he went to school.

When he was five, Randy was enrolled in elementary school. He soon exhibited serious emotional and behavior problems. When Randy entered first grade, he was placed in a self-contained classroom for students with emotional impairment. Services provided by the school team and his mother's support and assistance helped Randy gradually improve his behavior.

By the fifth grade, Randy was able to function in a normal school setting, and he was mainstreamed into a regular classroom. However, there were still areas in which Randy required skilled support to be successful. He had problems with poor hygiene, immaturity, and occasional temper outbursts. Randy's academic achievement was poor, as well. A system of Positive Behavior Support was implemented by the school team to help Randy remain in the general education program and to improve his social and academic functioning.

As he grew older, Randy became a sports fanatic. The Positive Behavior Support team recognized his passion and used it to help him stay academically motivated and to expose him to positive male social role models. Even though his athletic prowess was just average, the junior high school coaches selected Randy to play football and basketball or made him a team manager or coach's assistant.

In the eighth grade, when Randy did not make the cut for the basketball team, one of his classmates privately went to the coach and begged him to make Randy the team manager. Understanding Randy's needs, the coach agreed to do so.

Randy gave his heart and soul to his sports endeavors, and his spirit prompted the coaches to create a place for him. With this teamwork, a small boy with a severe hearing impairment, attention deficit disorder, and a history of emotional difficulty achieved success. His teammates and coaches respected him, liked him, and helped him when he needed it. As a high school freshman, Randy has continued his involvement with school sports.

Randy is now in ninth grade. His support team—which has included the elementary and middle school staffs, psychologist, social worker, high school staff, his mother, athletic director, coaches, principals, community mental health workers, grandparents, and counselors—has debated, planned, implemented plans, and worked hard to help Randy develop skills that now serve him well. For example, today, he is fully mainstreamed with the exception of one resource class, which affords him the opportunity to develop a connection with the special education teacher who will be a consistent, caring adult for all four years of high school. This is important because Randy's grandparents are aging and his mother, who is frequently ill, cannot always provide Randy adequate supervision and direction.

Recently, Randy was involved in a shoving match with another student. As a result of the incident, he was disciplined and told he had three days of in-house suspension. He became extremely upset, voiced his belief that this was unfair, and said he was "just going to leave the building and go home." The school social worker was informed of the situation by the special education teacher and, together, they intervened and prevented the temper outburst from escalating. Randy spent two days in the in-house suspension room. After role playing the

Randy's Story

A Social Worker's Perceptions Regarding Positive Behavior Support

Reprinted from Positive Behavior Support for ALL Michigan Students: Creating Environments That Assure Learning, February 2000

situation with the social worker, he went to the principal and successfully negotiated the elimination of the third suspension day. The principal, aware of Randy's effort to handle himself more maturely, saw this as a step forward and rewarded it.

Another positive support effort relates to Randy's relatively under-developed social skills. He is often impulsive and acts without thinking. This problem is compounded by his hearing impairment, and he often misses speech nuances and connected mannerisms. Because Randy has had limited exposure to the larger world beyond his neighborhood, his support team has involved him in a social skills group to help him develop better social skills and contextual understanding. The group focuses on self-exploration, appropriate social behavior within the group and school setting, and discussions related to topics such as careers, personal goals, and dating.

Randy's progress, in spite of his many disabilities, has been remarkable. He has benefited from modeling, system supports, and appropriate accommodations. His mother and grandparents have collaborated with the school and with community members to build upon Randy's strengths. The results have been very positive for Randy and rewarding to all those who have participated on his support team.



For more information, contact: Claudia Williamson, 17222 Cameron; Northville, MI 48167; (734)453-9517, (734)453-9551 fax; clafaet@edcen.ehhs.cmich.edu

Organizational Perspective

Chris Staffeld, Chief Operations Officer, Teaching Family Homes of Upper Michigan

Child Welfare Organization Helps Schools Apply Positive Behavior Support Principles

Teaching Family Homes of Upper Michigan, a non-profit child welfare organization, has a long-standing history of working with local school districts throughout the Upper Peninsula to address student behavioral issues. Through these relationships and experiences, the elements of the Teaching Family Model (TFM) have been successfully adapted for use in the school community. The Positive Behavior Support (PBS) initiative in Michigan is based on compatible and very similar principles. Teaching Family Homes has worked with local school districts to blend the two "models" in the delivery of a variety of services to local school districts that work toward the same goals.

Applications of principles similar to PBS include:

- school-community readiness assessment;
- model school components;
- specialized classroom and outreach services;

- teacher training;
- administrative intervention training;
- student counseling; and
- functional assessment of student, classroom issues, behavioral intervention plan development, community involvement, student self-government, and consumer evaluation.

Teaching Family Homes has trained and involved school administrators, support staff, teachers, students, parents, and community members on specific techniques for implementing PBS in their school communities at a variety of application levels.

Assessment, teacher and parent training curriculum, student social skill development curriculum, and program evaluation techniques and outcomes have been implemented using the PBS model. PBS implementation readiness assessment evaluates the point at which a school can begin the PBS model. Teaching Family Homes works with the school at the assessed level of readiness. Once assessed, we begin with teacher

training workshops and behavior training. Teaching Family Homes provides a model outreach worker to assist teachers with implementation and support. In addition, classrooms around Michigan's Upper Peninsula are now also applying the PBS principles.

For more information, contact: Chris Staffeld; Teaching Family Homes of Upper Michigan; 1009 W. Ridge St.; Marquette, MI 49855; (906) 228-7997; UPTeachFAM@aol.com or visit www.teachingfamilyhomes.org

Computer Programs Assist Schoolwide Positive Behavior Support Efforts

Frances Mueller, Ph.D, Consultant, Oakland Schools Regional Services for Behavior Support

Continuing beyond the person-centered, data-based team effort for an individual student, a school may consider applying the Positive Behavior Support philosophy to a building-wide approach for behavior and learning concerns. Rather than addressing only those students with behavior concerns requiring an individualized plan, consider using a universal approach that is proactive. For instance, imagine that behavior concerns were recorded soon after behavior incidents occurred. A form would quickly record the specific behavior, time, date, location, antecedent condition, persons involved, consequence of behavior, and other features of the problem. The information is entered into a computer and on a regular basis data are produced for staff to analyze. The trend from Monday to Friday, the times of day that students are having more problems, the locations of the more frequent be-

haviors, the types of problems presented by the students and other aspects of the information can be printed out in frequency tables and/or graphs for easy analysis. Staff can then see if there are rules or routines in place to better support problem areas and adjustments can be made to daily routines.

This information would be recorded continuously and reviewed regularly by staff and parents. The information is useful for the school improvement team as it develops strategies for a safe and orderly school, and ultimately increased student achievement.

To review how a computer system can capture the information, and how the information can be printed out in a useful display, visit www.pbis.org. You will find a functioning demonstration model of the *Schoolwide Information System* (SWIS) (see "Schools Address Correlation between Be-

havior and Reading Difficulties" page 14).

Another computer-based system, *Discipline Tracker*, can be loaded into your school computer and used for individual building data collection of behavior concerns. The program is published by Edusoft Solutions and a 30-day functioning demonstration can be downloaded from www.edusoftware.com.

To learn how a school moves toward a PBS schoolwide approach, visit the Online Academy PBS Modules at www.onlineacademy.org.

For more information, contact: Frances Mueller, Consultant; Oakland Schools; (248)209-2353; Frances.Mueller@oakland.k12.mi.us

Positive Behavior Support Pilot Sites Embark on Three-Year Process

Karen Rockhold, Director, Sustained Learning, State Improvement Grant, Office of Special Education and Early Intervention Services

One of the primary functions of the State Improvement Grant (SIG) is sustained learning. Sustained learning focuses on supporting the application of research-validated strategies for improving student performance. Positive Behavior Support (PBS) is an approach that meets this criterion. Through collaboration with Bernie Travnika, Consultant to the Office of Special Education and Early Intervention Services (OSE/EIS), PBS Initiative, a number of models for sustained learning of PBS will be developed in the coming year.

Last fall 2000, the SIG initiated a three-year-long pilot process based on the commitment of six schools to implement schoolwide PBS for all students, including students with disabilities. Each school has an assigned team of coaches whose ultimate goal is to assist the school in the process of embedding the principles of PBS into their school improvement plan. Along the way, it is anticipated that each school will need technical assistance with action research, including data collection and analysis, parent and community partnerships, and application of the principles of PBS. Coaches provide the technical assistance directly or organize for the needed assistance. Coaching teams include a person with expertise in the areas of school improvement, meaningful parent involvement, and student behavior. An external evaluator evaluates the linkage between the application of PBS principles schoolwide and the improved student performance for students with disabilities.

In the first year of the pilot, coaches received ongoing support and training from mentors. Mentors include: Edwina Borovich, Oakland Schools; Frances Mueller, Consultant, Oakland Schools Regional Services for Behavior Support; Judy Pazol, Consultant; and Sue Pratt, retired executive director, Citizens Alliance to Uphold Special Education (CAUSE). Each mentor was assigned at least one coaching team.

Positive Behavior Support Initiative (PBS) has six schools currently serving as schoolwide sustained learning pilot sites. For the 2000-2001 school year, each of these pilot sites had external coaches with expertise in the areas of school improvement, meaningful parental involvement, and student behavior.

SCHOOL	COACHES
Cesar Chavez Academy Detroit	Ella Buront, Delia Long, Patricia Luker, Kenneth Smith
DeKeyser Elementary Sterling Heights	Chris Cali, Calvin Luker, Bernie Travnika
Francis Reh Academy Saginaw	Kenneth McNeil, Michael O'Leary, Kathy Sheridan, Jenny Thomas
Academy for Business & Technology Dearborn Heights	Jill England, Janice Fialka, William Shirley
Alexander Elementary Grand Rapids	Suzanne Green, Michael Mabin, Eve Manley, Karen Woods
Roosevelt Elementary Ferndale	Nancy Garon, Karen Liverman, Margert Mitchell, Mary Ann Mueller

Coaches also met quarterly to review progress, problem solve, and learn. Susan Lentz, Evaluation Consultant, also attended the quarterly meetings and assisted the coaching teams in defining and collecting year one data.

Through the pilot sites, the SIG hopes to learn how to leverage the school improvement process to create positive changes in the performance of students with disabilities and how the application of PBS principles schoolwide can help all students.

For more information, contact: Karen Rockhold, Director, Sustained Learning, SIG, OSE/EIS, P.O. Box 30008; Lansing, MI 48909; (517) 241-4412; Rockhold.Karen@mde.state.mi.us

Correlation between Reading and Behavior continued from page 14...

can be reviewed regularly to identify areas where increased support is needed. For example, do location, time of day, or individual student factors influence the number of discipline referrals? Curriculum-based measures of oral reading fluency and preliteracy skills will be used to track emerging literacy and to screen for reading difficulties.

To focus on prevention, project school improvement teams identified behavior expectations to communicate what a child *should* be doing rather than what behavior is *not* allowed. Project schools are working on a plan to teach and encourage expected student behavior during the upcoming year.

To build capacity for meeting the needs of students who require more intensive behavioral and academic interventions, schools are examining current practices and identifying needs for further training and support. One area identified by schools included increasing skills and resources for developing functional assessment-based interventions. Principals, general and

special educators, and related service personnel participated in an initial workshop on strategies for conducting functional assessment and intervention planning. To achieve change in practice, training sessions need to be followed with support in embedding these practices into school routines. Such support includes feedback, resources, and established processes for addressing behavior problems.

For more information, contact:
Steve Goodman, Ottawa Area ISD,
(877) 702-8600 #4027,
sgoodman@ottawa-isd.k12.mi.us;
Elizabeth Schaughency, Grand Valley
State University, (616) 895-2438,
schaughe@gvsu.edu;
Amy Matthews, Grand Valley
State University, (616) 895-3513,
matthewa@gvsu.edu;
or Ruth Ervin, Western Michigan
University, (616) 387-5116;
ruth.ervin@wmich.edu

Parent's Perspective continued from page 15...

away from classmates in a way that puts the student on display.

- Using suspension as a way of controlling behavior doesn't work because the student may be happy to be out of school. (Detentions or other consequences for inappropriate behavior that don't interfere with education are preferable.)
- Yelling or physically trying to manage a behavior is inappropriate and ineffective.
- "Time out" consequences are difficult to manage.
- Avoid unstructured activities that are not monitored by an adult.

For more information, contact:
Barbara Schmatz;
Metro Detroit and East Michigan Chapter of the
Tourette Syndrome Association; (810) 779-8872;
22973 Carolina St.;
St. Clair Shores, MI 48080;
emichtsa@usa.net

Southfield Public Schools Offer Diesel-Powered Positive Behavior Support on Wheels

Frances Mueller, Ph.D., Consultant, Oakland Schools, Regional Services for Behavior Support

Positive Behavior Support (PBS) helps students learn adaptive ways to cope with various demands in school and helps teachers learn how to adjust the environment to successfully support varying student needs. Diesel-Powered Positive Behavior Support on Wheels is a proactive database approach for teaching students how to behave on a bus.

PBS is not just for teachers—it is for all involved with a school. Utilizing a team approach, PBS includes bus drivers and other transportation personnel, among others. Bus drivers and bus aides see students both on and off their buses twice a day. That's four times every day that transportation personnel can support a student by using verbal statements or nonverbal signals. Through use of a Crisis Prevention Intervention curriculum, with adaptations made for transportation personnel, Southfield Public Schools transportation staff have become important members of the student support team.

Leading the training transportation personnel with me were Jim Randall of Oakland Schools and Nancy Martin of Southfield Public Schools. The success of this training was due, in part, to the collaborative efforts of Southfield Public Schools Transportation Personnel Director Mike Steinhelb and teachers Kim Beckwith and Darryl Spencer from the Excel Program, a Southfield Public School day treatment program for students with emotional impairment.

At the training, bus drivers, aides, dispatchers, and the transportation personnel supervisor reported frequent incidents of verbal and physical aggression by students. When the participants in the March, 2000, training were surveyed, they identified standing up while the bus was moving and inappropriate language as the most common student behaviors of concern. Others included eating, arguing, and not following directions.

As mentioned in *Positive Behavior Support for ALL Michigan Students: Creating Environments That Assure Learning* (Michigan Department of Education, 2000), a planned approach to responding to emergency situations is needed. According to the *Revised School Code of 1976*, schools must "provide for the safety and welfare of pupils at school or at a school-sponsored activity or while en route from

school or a school sponsored activity" [Michigan Compiled Laws 380.11a(3)(b)].

To reduce the number of behavioral incidents on buses, particularly on those transporting students with emotional impairment for the Excel Program, transportation personnel completed the Nonviolent Crisis Intervention (NCI) curriculum. Set in the context of Positive Behavior Support, training was completed in four three-hour sessions and included a three-hour follow-up session. The curriculum has been successfully replicated and is scheduled twice more for the 2001/2002 school year. The Excell Program's goal is the safe management of disruptive and assaultive behavior, with an emphasis on prevention strategies. NCI uses techniques that allow staff to maintain the best possible care and welfare—as well as safety and security—of all involved. The Excell Program offers a training of trainers through the Crisis Prevention Institute, Inc; 3315-K North 66th Street; Brookfield, Wisconsin 53005. To contact the organization, call (877) 877-5390 or visit www.crisisprevention.com.

A look at the difference between 1997/98 and 1998/99 school year incident reports from bus drivers and those filed during the 1999/2000 and 2000/01 school years reveals a lot about the effectiveness of the training. The ability to prevent and respond effectively to behavior concerns is essential for all people who work with students. Bus drivers and transportation personnel are now successfully avoiding

behavior incidents as they help students learn new routines and develop new skills. The transportation system becomes a part of the culture in which we teach students to behave.

For more information, contact:
Frances Mueller, Consultant;
Oakland Schools; (248)209-2353;
Frances.Mueller@oakland.k12.mi.us

Nonviolent Crisis Intervention Curriculum

The following topics of instruction are included in the NCI curriculum:

- Pre-test
- Crisis Development Levels
- Proxemics and Kinesics
- Supportive Stance
- Paraverbal Communication
- Verbal Escalation Continuum
- Empathic Listening
- Precipitating Factors
- Rational Detachment
- Staff Fear & Anxiety
- Personal Safety
- Physical Control and Restraint
- Team Intervention
- Post-intervention: Therapeutic Rapport
- Post-test



Students from Central Elementary School in Okemos, Michigan prepare to board a bus for a long ride home after a field trip in Detroit.

People Who Make a Difference

Holly Spence Sasso, Editor

Support Staff Play an Important Role in Positive Behavior Support

Calumet's William Harvey Receives Golden Apple for Outstanding Support Staff

William Harvey, known also as "Uncle Harv" by many students at Calumet-Larium-Keweenaw Elementary School in Calumet, Michigan was instrumental in the implementation of behavior plans for children with special needs. Harvey recently retired from the Calumet School District after 25 years as a custodian. "What I loved most about my job was working with children," Harvey says. "It was the kind of job I would never have quit if it weren't for medical issues."

According to Harvey, some students felt more comfortable talking with him than they did with their classroom teachers. "It was easier for kids to talk to me because I was outside of the classroom," Harvey explains. "We could talk one-to-one and we often did. I could write a book full of the stories kids have told me over the years. They liked to tell me what was going on in their lives."

"Harv willingly attended our planning meetings when needed and offered his insights as student behavior plans were developed," says Toni L. Waara, Copper Country Intermediate School District (ISD) social worker. Waara nominated Harv for the 2000 Upper Peninsula (U.P.) Outstanding Support Staff Gold Award, presented through the Michigan Federated Chapters of the Council for Exceptional Children (MCEC). Harvey accepted the award from Jacquelyn Thompson, Director, Office of Special Education and

Early Intervention Services, at the 2000 U.P. Special Education Conference.

"Harv was very open to learning the best methods for teaching appropriate behavior changes to those in need of this support," Waara said. "One student in particular progressed successfully due to Harv's support. Harv worked with me to develop a daily routine/schedule that included time for hands-on learning experience in the lunchroom. By following through on his special lunchroom responsibilities, this particular student's feelings of competence were strengthened. In the process, the student's anxiety about school became more manageable and he achieved more successful days during the school year."

According to *Positive Behavior Support for ALL Michigan Students: Creating Environments That Assure Learning*, February 2000, "collaborative student support teams represent a growing service delivery model for students with diverse academic and social-emotional needs. The team approach for systematic problem solving and intervention planning is critical to positive behavior support." William



2000 U.P. Gold Awards, MCEC Chapter 937. Left to right: Cindy Bush, U.P. Gold Awards Chairperson; Connie Davidson, representing Outstanding Parent Cheryl Kell; Joy Strassler, Outstanding Auxiliary Personnel; William Harvey, Outstanding Support Staff; Sharon Karasti, Outstanding Teacher; Paul Angsten, Outstanding Student; Jacquelyn Thompson, OSE/EIS Director; Debbie and Michael Angsten, Outstanding Student's Parents

Harvey is a good example of the positive behavior support team approach for systematic problem solving and intervention planning.

For more information, contact:
Copper Country Intermediate School District;
809 Hecla St.; P.O. Box 270;
Hancock, MI 49930-0270;
(906)482-4250

Support Teams: Basic Considerations

Reprinted from *Positive Behavior Support for ALL Michigan Students: Creating Environments That Assure Learning*, February 2000.

Research and practice indicate that the following factors need to be addressed when establishing student support teams and can be applied at all educational levels (e.g., preschool, elementary school, middle school, high school, alternative education settings):

- Shared belief that all children can learn
- Clear definition of how team will operate
- Clear definition of roles and functions of all team members
- Shared common goal and purpose

- Collaborative working relationship (not an expert-based model)
- Shared responsibility for decision making
- Shared accountability for outcomes
- Regular scheduled meetings, as needed, with prepared agenda, documented strategies, recommendations, and meeting dates
- Evaluation of team effectiveness
- Utilization of a problem solving format that clarifies the problem; analyzes the problem; brainstorms possible intervention strategies; selects an intervention strategy; clarifies implementation procedures, including team member responsibilities; implements the intervention plan; evaluates plan effectiveness; and makes revisions to the plan as needed.

Michigan Department of Education Extends Period for Public Comment on Proposed Revisions to Administrative Rules

The Michigan Department of Education (MDE) has extended the period of public comment for proposed revisions to administrative rules for special education to October 1, 2001. Responding to and going beyond a court order for an additional public hearing, the MDE has scheduled a total of four hearings at two sites. These hearings are in addition to 14 hearings held across the state in April and May of this year.

The Office of Special Education and Early Intervention Services (OSE/EIS) continues to make the following document available for public comment:

Proposed Administrative Rules for Special Education at R340.1701 through R340.1873 of the *Rules Relating to Education*. The proposed changes, as originally published March 5, 2001, will bring the state rules into alignment with federal law and regulations. The proposed changes also offer flexibility in program design while meeting individual student needs.

In addition, the following documents are also available for public comment and public hearings:

- An addendum to the Proposed Administrative Rules for Special Education as required by the United States Department of Education, Office of Special Education Programs (OSEP). The OSEP

has reviewed *Michigan's State Plan for Special Education for Federal Fiscal Year 2000*. In the process of this review, OSEP identified four rules that needed modification and one rule that needed to be added to comply with federal standards. These proposed rules are attached and replace R340.1713, R340.1723c, R340.1853, and R340.1861 as proposed in the original proposed rule package.

- An amendment to Michigan's Application for Funding under Part C of the *Individuals with Disabilities Education Act* (IDEA) (Michigan's State Plan for *Early On*) to include the federal definition of "parent." In the process of reviewing Michigan's Application for Funding under Part C of IDEA, OSEP indicated that the public must have the opportunity to comment on the changes to the definition of "parent."

These documents are accessible at the Michigan Department of Education, at each intermediate school district, and on the Internet at: <http://www.mde.state.mi.us/off/sped/PUBLICCOMMENT/PCIndex.html>.

Comments Invited

The public is invited to review these documents and submit comments about them. All comments will be reviewed and considered in

the final version of these documents. **Written comments will be accepted by the OSE/EIS through 5:00 p.m. on October 1, 2001.** Comments may be submitted via e-mail (see website), facsimile (517) 373-7504, or surface mail to: David Brock, Supervisor; Policy, Planning, and Compliance Program; OSE/EIS; Michigan Department of Education; P.O. Box 30008; Lansing, Michigan 48909. These rules take effect seven days after the filing date.

Public hearings will be held by the Michigan Department of Education to receive comment on the application and rules at:

Valley Plaza Resort

Hotels & Convention Center
5221 Bay City Road
Midland, Michigan 48642

- September 20, 2001, 6:30-9:00 p.m.
- September 21, 2001, 9:00-11:30 a.m.

McCamly Plaza Hotel

Executive Conference Center
50 Capital Avenue, S.W.
Battle Creek, Michigan 49017

- September 20, 2001, 6:30-9:00 p.m.
- September 21, 2001, 9:00-11:30 a.m.

State Board Adopts Bullying Prevention Policies

The Michigan State Board of Education recently adopted two policies encouraging school districts to incorporate planning for school bullying prevention into existing school safety plans. Additional suggestions for districts include instituting anti-bullying programs to reduce the prevalence of the behavior, promoting positive school atmospheres that foster learning, and creating safe and fear-free school environments.

"The commitment by this board is clear," said Kathleen Straus, Board President. "Bullying behaviors in the school environment are unacceptable. We will not allow fear to impact student learning."

Board Secretary Michael David Warren, Jr. said bullying is a particular aspect of student behavior that endangers school safety. "The consequences of this behavior on a child's well being can be devastating, and we need the entire school community to prevent and stop bullying when it occurs anywhere in a public school."

The introduction to the policy statement reads, "As previously expressed in our Policies on Safe Schools (May 18, 2000), providing a safe school environment for our students is of the utmost importance for Michigan's public schools. Bullying is one particularly troubling aspect of student mis-

behavior that endangers school safety. Bullying—is the repeated abuse of a student over time by other students—can take many forms, including a combination of physical, emotional, and verbal abuse, all of which are unacceptable in our schools."

The entire policy statement is available on the Internet at www.mde.state.mi.us or contact:

**Michigan Department of Education;
Hannah Bldg.; Fourth Floor; 608 W. Allegan St.;
P.O. Box 30008; Lansing, MI 48933;
(517)373-3324**

Lansing "Ride 'N Rally" Raises Awareness of and Money for Autism

Beth Cafagna, President, Autism Society of Lansing

What causes autism? John Keating, a police officer from the Toronto area and father of Kurtis, who has autism, wants to know, and he wants to do something to make the public more aware of the need for funds for autism research. So, he decided to take a three-month bike ride (April 27 to July 19, 2001) across America to raise funds for the Autism Society of America, and he named his effort "CycleUSA to Understand and Solve Autism." Local chapters of the Autism Society of America held fund-raising events wherever John and his two companion riders stopped. The Autism Society of Lansing planned the Lansing "Ride 'N Rally" to honor the memory of my son, Corey, who died at age 16 in 2000.

On May 19, John, his truck, and his motor home caravanned to Lansing after attending events in Detroit. Escorted by Lansing motorcycle patrolman and state police, 50 riders from the Autism Society of Lansing joined children with autism and their parents, friends, and relatives, a delegation from Edgewood United Church, and John to bike from Lansing Catholic Central High School to the State Capitol. Warm weather made for a great ride. Another 50 supporters met the bikers at the Capitol where four television stations interviewed John about CycleUSA.

Speakers at the Capitol steps included Sally Burton-Hoyle, Director, Autism

Society Michigan; Senator Dianne Byrum; Senator Leon Stille; Steve Russell of Holt who lives successfully with autism; John Keating; and myself. Lansing Mayor David Hollister presented Keating with a certificate of recognition, a large check, and a framed award signed by all the Michigan senators.

Senator Byrum spoke of her support for greater funding for special education. Representative Gretchen Whitmer listened intently as Steve Russell gave a short speech about his high school experience, his studies at Lansing Community College, and his job. Two Irish music groups entertained the crowd as parents wrote the names of their children on helium balloons, then released the balloons with hopes and prayers that the causes of autism will soon be discovered.

For my husband Al and me, the bike ride and rally were poignant reminders of the hopes and dreams we had for our son, Corey. His spirit was present at the Capitol, with all the other children who struggle each day to learn and express themselves at home, in school, and in the community. The Lansing "Ride 'N Rally" raised almost \$3,000 for CycleUSA, and John Keating fin-



Beth Cafagna, left greets John Keating with his son and daughter (front). Also in the picture are Beth's husband, Al Cafagna and two companion riders.

ished his ride on July 19 in San Diego, California, but efforts to fund autism research continue as plans develop for annual bike rides and other fund-raising events around the country and in Canada.

**For more information, contact:
Beth Cafagna at (517)351-6480 or
cafagna@msu.edu**

Upcoming Events

Michigan Science Teachers Can Apply for Mini-Grants

The Michigan Science Teacher Association (MSTA) will award four \$250 mini-grants to programs that involve science and special education students. The grants can be used to develop new classroom science programs, to obtain science-related materials, or to support science education for special education students in a variety of settings (inclusive, resource room, center-based, residential, or other appropriate settings as determined by the selection committee). Programs that receive grants will share their success and insights with the special education/science education community-at-large through the *MSTA Newsletter* or *MSTA Journal*.

***Applications must be received no later than
December 14, 2001. Notification of mini-grant awards will be
made by January 18, 2002.***

**For more information or to obtain an application, contact:
David Bartlett; Hillside Middle School, Rm. 159;
775 North Center St.; Northville, MI 48167; (248)344-8491**

In Honor of

Teacher of Students with Visual Impairments Is Remembered

Doug Bormann—Extraordinary Teacher and Friend

Doug Bormann, teacher of students with visual impairments (VI) at Ionia Intermediate School District (ISD), passed away last March. "Doug was an extraordinary teacher. He was the VI department in Ionia for over 20 years, serving both as teacher consultant for students with visual impairments and orientation and mobility specialist," according to Scott Hubble, Assistant Superintendent, Ionia ISD. Doug was one of a kind—a most gifted teacher, a treasured friend, and a stalwart defender of every child's ability to become as independent as possible."



Doug Bormann

According to Gwen Botting, whose son Greg was Bormann's student. "Nothing less than total independence was acceptable to Doug. He was our son Greg's best friend for the first six years of his life. Greg lived to go to school with Doug. When he heard Doug's voice he literally danced with excitement. To see Doug work with Greg was to watch a master teacher. He helped to provide stability for our family by sharing his low-key, no-nonsense approach to working with a child with a serious disability. Doug's attitude was always 'Hey we can do this,' and he always exuded a wonderful sense of self-confidence."

Botting calls Doug "a great under-cover teacher" because he continually helped her son solve problems that would later ease his mobility. "Doug was a big man with a gentle, deep soul. If he ever raised his voice, it was in laughter. He spent a great amount of time huddling his big, lanky

frame around Greg, sharing his sense of wonder and discovery when 'showing' Greg how to investigate something new by making an object rattle or jingle or buzz."

Doug Bormann's legacy will continue to live on in the lives of his family, students, and friends.



Doug Bormann enjoyed time spent with children.

Ruggero Dozzi Receives the Murray O. Batten Award

Ruggero Dozzi, former director of special education at C.O.O.R. Intermediate School District (ISD), received the Murray O. Batten Award at the February 14, 2001, Michigan Association of Administrators of Special Education (MAASE) meeting. The award was initiated in 1984 in honor of Murray "Bud" Batten, former state director of special education, who devoted his entire professional career to persons with disabilities. The award is given to practicing special education administrators who emulate the qualities of honesty, integrity, trust, and compassion that were exemplified by Murray throughout his lifetime.

Scott Hubble, Director of Special Education, Ionia ISD, praised Dozzi known as Rug to many, in a letter of nomination for the award: "Rug's leadership abilities are best illustrated by his efforts in leading the 'inclusion' movement during the early

1990s. He established a productive working relationship with Dr. Barbara LeRoy of the Developmental Disabilities Institute, Wayne State University, and marshaled resources provided by the university to change mindsets relating to students with disabilities in general education classrooms. Rug's efforts to promote inclusive education settings remain in place today, as evidenced by programs serving children in general education settings.

"Rug's trademark as an administrator was determining the effects his decisions would have on children and staff as human beings. He kept human interests in mind while manipulating the policies, budget, and politics inherent in the special education environment. Dozzi's primary concern was how his decisions impacted the lives of students and staff for whom he provided services and for whom he worked."



Ruggero Dozzi and his wife Anne Dozzi at the Murray O. Batten award ceremony last February.

For more information about the Murray O. Batten Award, contact:
Larry Campbell; MAASE;
(616)244-5387;
llcampbel@remc12.k12.mi.us

Someone You Should Know

Annette Gorden Provides Support and Assistance for Positive Behavior Support Workshops

Annette Gorden is a program assistant for the Center for Educational Networking (CEN) and Awareness and Dissemination (Hub 2) of the Michigan State Improvement Grant.

Annette works with schools around the state to coordinate Positive Behavior Support (PBS) awareness workshops and provides support and assistance to PBS presenters and other PBS Initiative supporters. In addition, Annette coordinates Partnership Team meetings for the Michigan SIG and assists with the production of *Newsline*.

Since 1989, Annette has been employed by Eaton Intermediate School District (EISD), the fiscal agent for CEN and the Awareness and Dissemination hub. She joined the CEN/Awareness and Dissemination team in November 2000. Previously, Annette worked in Eaton ISD's special education department, where some of her duties included designing brochures, flyers, and individualized education program team (IEPT) forms; creating the special education web page; providing computer training for staff; and assisting with yearly monitoring duties.



For information about sponsoring a PBS awareness workshop, contact: Annette Gorden; (800) 593-9146 #18, (517) 321-6101 #18, (517) 541-1318 #18, or agorden@eaton.k12.mi.us

Contact Annette if you are interested in ordering any of these PBS Documents:

- *Positive Behavior Support (PBS) Brochure*
- *Positive Behavior Support for ALL Michigan Students: Creating Environments That Assure Learning—Executive Summary*
- *Positive Behavior Support (PBS) Assessment Tools*
- *Positive Behavior Support for Young Children*
- *Positive Behavior Support Summary*

Acronyms You Should Know

How well do you know your special education acronyms? Quiz yourself; quiz your friends.

IEP – Individualized Education Program

A program developed by an individualized education program team (IEPT) that is reviewed annually.

IEPT– Individualized Education Program Team

Persons appointed and invited by the superintendent to determine a person's eligibility for special education programs and services and, if eligible, to develop an individualized education program (IEP) for the student.

MET – Multidisciplinary Evaluation Team

A minimum of two persons who are responsible for evaluating students suspected of having a disability or being reevaluated for special education status. The team should include at least one special education-approved teacher or other specialist with knowledge in the area of the suspected disability.

LRE – Least Restrictive Environment

Students with disabilities are to be educated to the greatest extent possible in the general education classroom as specified in the *Individuals with Disabilities Education Act* (IDEA).



Newsline

Eaton ISD
1790 E. Packard Hwy
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Charlotte, MI 48813

Fold and tape to mail.

Events by Date

Editor's Note: Upcoming Events are uploaded regularly to the Office of Special Education and Early Intervention Services World Wide Web site. You can access events information at the web site (see footnote) or wait until events are published in Newsline. You can upload events to the web site yourself or continue to submit them to Newsline. Events should be submitted two months prior to Newsline publication.

SEPTEMBER 6, 2001

From Chaos to Mutual Respect

Sponsor: United Cerebral Palsy (UCP) of Metro Detroit
Location: Family Place; Detroit, MI
☎ Contact: Sharon, ucp@ameritech.net
(800)827-4843

SEPTEMBER 11, 2001

Special Education Law

Sponsor: United Cerebral Palsy (UCP) of Metro Detroit
Location: Southfield, MI
☎ Contact: Sharon, ucp@ameritech.net
(800)827-4843

SEPTEMBER 13, 2001

IEP

Sponsor: United Cerebral Palsy (UCP) of Metro Detroit
Location: Southfield MI
☎ Contact: Sharon, ucp@ameritech.net
(800)827-4843

SEPTEMBER 15, 2001

Greek and Latin Roots

Sponsor: Reading and Language Arts Centers (RLAC)
Location: Bloomfield Hills, MI
☎ Contact: Sharon Shelton, www.rlac.com
(248)645-9690

SEPTEMBER 17, 2001

Communication

Sponsor: United Cerebral Palsy (UCP) of Metro Detroit
Location: Children's Hospital; Detroit, MI
☎ Contact: Sharon, ucp@ameritech.net
(800)827-4843

SEPTEMBER 18, 2001

Effective Advocacy

Sponsor: United Cerebral Palsy (UCP) of Metro Detroit
Location: Detroit, MI
☎ Contact: Sherika Gibson
(248)975-4926

SEPTEMBER 19, 2001

Section 504

Sponsor: United Cerebral Palsy (UCP) of Metro Detroit
Location: Livonia Library; Livonia, MI
☎ Contact: Sharon, ucp@ameritech.net
(800)827-4843

SEPTEMBER 20, 2001

State Board of Education Meeting

Sponsor: State Board of Education
Location: Lansing, MI
☎ Contact: Eileen Hamilton, (517)373-3900
(517)373-4035 TDD

SEPTEMBER 20-21, 2001

Inquiry and Action: Exploring Contemporary Issues through Technology

Sponsor: Washtenaw Intermediate School District
Location: Ann Arbor, MI
☎ Contact: Cheryl Taylor, www.wash.k12.mi.us
(734)994-8100

SEPTEMBER 21, 2001

Michigan Rehabilitation Conference 2001 Call for Presenters

Sponsor: Michigan Rehabilitation Association
Location: Traverse City, MI
☎ Contact: Jo Sinha, maro@maro.org
(517)319-8413

SEPTEMBER 22, 2001

Orton-Gillingham Training Elementary Teachers (Grades K-8)

Sponsor: Reading and Language Arts Centers (RLAC)
Location: Bloomfield Hills, MI
☎ Contact: Sharon Shelton, www.rlac.com,
(248)645-9690

SEPTEMBER 24, 2001

ADHD

Sponsor: United Cerebral Palsy (UCP) of Metro Detroit
Location: Dearborn, MI
☎ Contact: Catrina Moye, ucp@ameritech.net
(800)827-4843

SEPTEMBER 25-26, 2001

Introduction to Orton-Gillingham

Sponsor: Dyslexia Resource Center (DRC)
Location: Howell, MI
☎ Contact: (517)548-0047

SEPTEMBER 24-OCTOBER 5, 2001

Emerging Artists Touring Exhibit— Art Odyssey 2001

Sponsor: VSA arts of Michigan
Location: The Arts Place; Fremont, MI
☎ Contact: Judy Calloway, vsami@ic.net
(313)832-3303

SEPTEMBER 26, 2001

UCP S.O.S (Share Our Stories) Support Group

Sponsor: United Cerebral Palsy (UCP) of Metro Detroit
Location: Southfield, MI
☎ Contact: Sharon, ucp@ameritech.net
(800)827-4843

SEPTEMBER 27, 2001

Dual Workshops: Transition and Person Centered Planning/Self-Determination

Sponsor: United Cerebral Palsy (UCP) of Metro Detroit
Location: Southfield, MI
☎ Contact: Sharon, ucp@ameritech.net
(800)827-4843

SEPTEMBER 29, 2001

Orton-Gillingham Training Elementary Teachers (Grades K-8)

Sponsor: Reading and Language Arts Centers (RLAC)
Location: Bloomfield Hills, MI
☎ Contact: Sharon Shelton, www.rlac.com
(248)645-9690

SEPTEMBER 29- OCTOBER 25, 2001

Orton-Gillingham Decoding/Encoding

Sponsor: Dyslexia Resource Center (DRC)
Location: Howell, MI
☎ Contact: (517)548-0047

OCTOBER 1-2, 2001

3rd Annual Conference and 2001 RICC Leadership Retreat

Sponsor: Michigan Developmental Disabilities Council
Location: Holiday Inn South; Lansing, MI
☎ Contact: Vendella Collins, collinsve@state.mi.us
(517)334-7354

OCTOBER 5, 2001

Rethinking Our Roles As Speech Pathologists in the Schools

Sponsor: OCSLHA
Location: Waterford, MI
☎ Contact: Fran Zakalik
(248)426-4951

OCTOBER 8, 2001

Exceptional Children's Week Celebrates Every Exceptional Person! 14th Annual Poster Contest

Sponsor: Michigan Federated Chapters of the Council for Exceptional Children (MCEC)
Location: n/a
☎ Contact: Anna Silverstein, asilver225@aol.com
(248)853-9991

OCTOBER 9-10, 2001

Michigan Association of Administrators of Special Education (MAASE) General Membership Meeting

Sponsor: Michigan Association of Administrators of Special Education
Location: Sheraton Hotel, Lansing, MI
☎ Contact: Larry Campbell, LLCampbe@remc12.k12.mi.us
(616)244-5387

OCTOBER 10-11, 2001

Getting Positive about Supporting Student Behavior Conference

Sponsor: Michigan Department of Education, Michigan's State Improvement Grant, Michigan's Positive Behavior Support Initiative, and Great Lakes Area Regional Resource Center
Location: Novi Hilton; Novi, MI
☎ Contact: Annette Gorden or Laurie Nickson
agorden@eaton.k12.mi.us
(800)593-9146 #18
(517)373-9963
lnickson@juno.com

OCTOBER 11-12, 2001

BIA of MI Annual Conference: "The Evolution of Healing... Mind, Body & Spirit Connection"

Sponsor: Brain Injury Association of Michigan (BIA of MI)
Location: Holiday Inn South; Lansing, MI
☎ Contact: biaofmi@cac.net
(800)772-4323

OCTOBER 11-13, 2001

Division on Career Development and Transition 11th International Conference

Sponsor: The Division on Career Development and Transition (DCDT)
Location: Denver, CO
☎ Contact: Ann Pearce
(303)866-6604

Events by Date

OCTOBER 12, 2001

Shaping Michigan's Future

Sponsor: Michigan Council for Arts & Cultural Affairs (MCACA)
Location: Lansing Center; Lansing, MI
☎ Contact: MCACA

OCTOBER 12-13, 2001

State Soccer Finals

Sponsor: Michigan Special Olympics
Location: Halmich Park; Warren, MI
☎ Contact: Marcy Lindberg (800)644-6404

OCTOBER 13, 2001

Orton-Gillingham Training Elementary Teachers (Grades K-8)

Sponsor: Reading and Language Arts Centers (RLAC)
Location: Bloomfield Hills, MI
☎ Contact: Sharon Shelton, www.rlac.com (248)645-9690

OCTOBER 18, 2001

State Board of Education Meeting

Sponsor: State Board of Education
Location: Lansing, MI
☎ Contact: Eileen Hamilton, (517)373-3900 (517)373-4035 TDD

OCTOBER 19-20, 2001

"Growth for Families"—5th Statewide Parent Conference

Sponsor: Oakland Schools, Parent Advisory Committee, and Michigan Department of Education
Location: Troy Marriott Hotel; Troy, MI
☎ Contact: Sherry DeMott (248)209-2007

OCTOBER 20, 2001

Orton-Gillingham Training Elementary Teachers (Grades K-8)

Sponsor: Reading and Language Arts Centers (RLAC)
Location: Bloomfield Hills, MI
☎ Contact: Sharon Shelton, www.rlac.com (248)645-9690

OCTOBER 24, 2001

Social Security Work Incentives for School-Aged Youth with Disabilities Teleconference

Sponsor: Social Security Work Incentives for School-Aged Youth with Disabilities
☎ Contact: (804)828-1851

OCTOBER 25-27, 2001

Michigan Association of Learning Disabilities Educators (MALDE) Conference

Sponsor: Michigan Association of Learning Disabilities Educators (MALDE)
Location: Boyne Mountain; Boyne Falls, MI
☎ Contact: Lynne Snyder, lynn_snyder@hotmail.com (616)748-9101

OCTOBER 27, 2001

Orton-Gillingham Training Elementary Teachers (Grades K-8)

Sponsor: Reading and Language Arts Centers (RLAC)
Location: Bloomfield Hills, MI
☎ Contact: Sharon Shelton, www.rlac.com (248)645-9690

OCTOBER 29-31, 2001

Emerging Artists Touring Exhibit—Art Odyssey 2001

Sponsor: VSA arts of Michigan
Location: Grand Traverse Resort; Traverse City, MI
☎ Contact: Judy Calloway, vasm@ic.net (313)832-3303

OCTOBER 29-31, 2001

17th Annual Michigan Rehabilitation Conference—Transition: Exploring New Frontiers

Sponsor: Michigan Rehabilitation Association (MRA)
Location: Grand Traverse Resort; Acme, MI
☎ Contact: (517)484-5588

NOVEMBER 1-3, 2001

Emerging Artists Touring Exhibit—Art Odyssey 2001

Sponsor: VSA arts of Michigan
Location: Grand Traverse Resort; Traverse City, MI
☎ Contact: Judy Calloway, vasm@ic.net (313)832-3303

NOVEMBER 3, 2001

Language Structure II: Morphology

Sponsor: Dyslexia Resource Center (DRC)
Location: Howell, MI
☎ Contact: (517)548-0047

NOVEMBER 3, 2001

Phonemic Awareness

Sponsor: Reading and Language Arts Centers (RLAC)
Location: Bloomfield Hills, MI
☎ Contact: Sharon Shelton, www.rlac.com (248)645-9690

NOVEMBER 5-6, 2001

Life Centered Career Education—Making Waves with LCCE

Sponsor: Life Centered Career Education (LCCE), and The Council for Exceptional Children (CEC)
Location: Virginia Beach, FL
☎ Contact: Genee Norbert (888)232-7733

NOVEMBER 8, 2001

SLD Learning Center Fall Conference

Sponsor: Specialized Language Development (SLD) Learning Center
Location: Landmark College; Grand Rapids, MI
☎ Contact: Anna Maddox, www.sldread.org (616)361-1182

NOVEMBER 8-9, 2001

15th Annual Secretarial & Administrative Support Staff Conference

Sponsor: Michigan Institute for Educational Management (MIEM)
Location: Grand Rapids, MI
☎ Contact: plenneman@msbo.org (517)327-5910

NOVEMBER 8-10, 2001

15th Technology & Learning Conference

Sponsor: National School Boards Association (NSBA)
Location: Atlanta, GA
☎ Contact: www.nsba.org (703)838-6155

NOVEMBER 10, 2001

Decoding and Spelling

Sponsor: Reading and Language Arts Centers (RLAC)
Location: Bloomfield Hills, MI
☎ Contact: Sharon Shelton, www.rlac.com (248)645-9690

NOVEMBER 10, 2001

Orton-Gillingham Refresher

Sponsor: Reading and Language Arts Centers (RLAC)
Location: Bloomfield Hills, MI
☎ Contact: Sharon Shelton, www.rlac.com (248)645-9690

NOVEMBER 12-13, 2001

LDA of MI Annual Conference: "Targeting Success"

Sponsor: Learning Disabilities Association (LDA) of Michigan
Location: Kellogg Center; East Lansing, MI
☎ Contact: Herb Yamanishi, ldami@aol.com (888)597-7809

NOVEMBER 15, 2001

Michigan Transition Services Annual Spring Conference Proposal Deadline

Sponsor: Michigan Transition Services Association
Location: Bavarian Inn Conference Center, Frankenmuth, MI
☎ Contact: Joetta Cherry, jcherry@kresa.net (616)467-5444

NOVEMBER 15-16, 2001

11th Annual Educational Technology Conference

Sponsor: Michigan Institute for Educational Management (MIEM)
Location: Grand Rapids, MI
☎ Contact: plenneman@msbo.org (517)327-5910

NOVEMBER 16-18, 2001

State Poly Hockey

Sponsor: Michigan Special Olympics
Location: Capital Centre; Lansing, MI
☎ Contact: Marcy Lindberg (800)644-6404

NOVEMBER 16-18, 2001

30 & Over Bowling Finals

Sponsor: Michigan Special Olympics
Location: Holiday Lanes; Lansing, MI
☎ Contact: Marcy Lindberg (800)644-6404



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rwolever@eaton.k12.mi.us

Please select ALL of the selections that apply to you. If you select "other," please be specific.

Who are you?

- ☐ Agency Person
- ☐ Educator
- ☐ Individual with a Disability
- ☐ MAASE Member
- ☐ Parent
- ☐ SEAC Member
- ☐ Site Manager
- ☐ State Board of Education Member
- ☐ State Discretionary Project Person
- ☐ State Education Agency Person
- ☐ Student
- ☐ Other _____

Educator Role

- ☐ Agency Contact Person
- ☐ Assistant Director of Sp. Ed.
- ☐ Assistant Principal
- ☐ Building Administrator
- ☐ Building Contact
- ☐ Consultant Corps. Member
- ☐ Department Head/Chair
- ☐ Director
- ☐ Director of Special Education
- ☐ Early On® Coordinator
- ☐ General Education Teacher
- ☐ ISD Center Program Contact
- ☐ IHE Committee Member
- ☐ LEA Center Program Contact
- ☐ Principal
- ☐ Professor
- ☐ Section 504 Coordinator
- ☐ Spec. Ed. Contact
- ☐ Special Education/Teacher
- ☐ Superintendent
- ☐ Supervisor of Special Education
- ☐ Support Staff
- ☐ Other _____

Support Role/Speciality

- ☐ Counselor
- ☐ Curriculum Consultant
- ☐ Curriculum Coordinator
- ☐ Occupational Therapist
- ☐ Orientation and Mobility Specialist
- ☐ Paraprofessional
- ☐ Physical Therapist
- ☐ Psychologist
- ☐ Rehabilitation Consultant
- ☐ Social Worker
- ☐ Speech and Language Pathologist
- ☐ Teacher Consultant
- ☐ Transition Specialist
- ☐ Other _____

Institution Type

- ☐ Alternative Education Facility
- ☐ Charter School/PSA
- ☐ ISD
- ☐ Local District
- ☐ Non-public School
- ☐ Organization
- ☐ Special Education Facility
- ☐ State Institution
- ☐ University
- ☐ Vocational Setting
- ☐ Other _____

Institution Level

- ☐ All
- ☐ Elementary School
- ☐ High School
- ☐ K-12
- ☐ K-2
- ☐ Middle School
- ☐ Post-secondary
- ☐ Preprimary